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ABSTRACT

This book is a descriptive compilation of various innovative practices adopted by the schools associated with the Educational Research Council of America. The program descriptions are presented in alphabetical order by school district and then by schools within these districts. The index provides an alphabetical listing by specific type of innovation and by schools sponsoring each program. (Author/MLF)

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July 1971

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Teaching Innovations in Schools Associated with the Educational Research Council of America

In-Service Education and
Staff Utilization

Educational Research Council
of America
Rockefeller Building
Cleveland, Ohio 44113

EA 003 866

If a better system is thine,
impart it;
if not. make use of mine.

Horace
c. 65 B.C.

The mission of the Educational Research Council of America is to improve education continuously so that every child can realize his own inherent worth and be able to contribute humanistically, socially, and functionally to the betterment of mankind.

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Preface

This book is a presentation of various practices appearing in the schools associated with the Educational Research Council of America. It is hoped that we may learn from each other, and that teachers who are starting or planning new programs may benefit from the practical experiences appearing herein.

The materials listed in this book are listed in alphabetical order, by school district. The listing of the schools within these districts is presented in the Table of Contents.

Specific areas of innovations or other programs are listed alphabetically in the Index appearing on page 131.

Special thanks go to the school administrators and their teachers who have contributed to this book. Their letters are presented as they wrote them, with a minimum of routine editing. Their efforts at making education more like what it ought to be are much appreciated.

Liaison Department
Educational Research Council of America

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Aurora

Mr. H. Paul Snyder
Superintendent
Telephone: 562-6106

Aurora Middle School
102 East Garfield Road
Aurora, Ohio 44202
Mr. Michael Lenzo, Principal

TUTORIAL PROGRAM

Our tutoring program is designed to utilize the strengths of our own students in working with their fellow students. At the present time there are approximately one hundred of the Middle School students who are engaged in the tutoring program, which in addition to serving the Middle School also serves one of our Primary schools.

Under the directorship and coordination of one of our Middle School teachers, students are assigned, upon request of staff members, to perform such tasks as helping with bulletin boards, duplicating, operation of audio-visual aids, and odd jobs in general.

Students involved in tutoring sign up for this as part of their Language Arts project period and meet with students when they would normally meet for that project period. Students designate their subject area strength and are assigned to work with students who have been identified as having need of additional help in that subject area.

The program is highly flexible, and adjustments are made in the schedule to meet the needs of our program.

TRANSITION FROM PRIMARY TO MIDDLE SCHOOL

The program for helping students to make a smooth and gradual transition from the Primary level to the Middle School level takes place in the fifth grade. We begin the fifth grade in self-contained classes for the first semester, with special areas being handled by the specialists in their particular areas; for example, Physical Education, Music, Library. The second semester we have a semicontained classroom where two teachers are responsible for the major subjects.

The intent is to provide a gradual adjustment to the many changes expected of the Middle School pupil, rather than having all these adjustments facing the youngsters in the fall of the fifth grade.

LANGUAGE ARTS

Our belief is that a Middle School program should teach students how to learn while increasing their desire to learn. Fact accumulation we view as a component, not an end, of the learning process. Around these precepts our curriculum has grown.

Our first move was to cease molding units to fit the grading periods (nine weeks), structuring them instead around the concept of interest span. Although we aim for a four-week completion, three-to six-week units are commonplace.

Each student, then, engages in approximately nine units during the year. To insure his exposure to skill-building activities, we assign each student to two composition and two language study units each year. That leaves five units--about twenty weeks--for student participation in a new feature of our program: thematic, humanities - centered units.

Selection of the units is the teachers', each teacher choosing those units that relate closely to his areas of strongest preparation and interest. By periodically "switching" classes, each manages to spend the year teaching high-interest areas.

Content and approach in the humanities units vary, but the purpose is to provide artistic experiences ("art" in its broadest sense) to stimulate student involvement in language activities, both oral and written. This is not to say that we ignore our responsibility to improve each student's language experiences --what we call "project units." Below are some of the features of these units:

1. The student elects (from as many as five choices) the project he will take.
2. Students, then, group themselves by interests rather than by grade level, intelligence, achievement, or other arbitrary criteria.
3. The projects are graded pass-fail. Forms exist, however, to inform parents in more detail of their children's accomplishments.
4. Teachers supervise, or sponsor, only those projects that interest them.
5. Unit lengths vary from 4-12 weeks. At the end of each 12 weeks we offer new choices to the students.
6. Since the projects are activity-oriented, many students who fail to succeed in other subjects have positive success experiences in language arts.

EDUCABLE MENTALLY RETARDED

We were able to identify enough students in Grades 5-8 to qualify for an additional unit in EMR and decided that since these students had been in the mainstream of our educational system that we would try to provide for their needs and still allow them to remain with their regularly scheduled classes where possible.

In order to do this, the additional teacher added to the EMR program serves as teacher-consultant to the students and the regular classroom teacher. After the students were identified, teachers were informed of the students' eligibility for additional assistance either in the form of instructions by the EMR teacher or by having the EMR teacher serve as a consultant. As a consultant upon request of the classroom teacher, she would help determine the pupils' need, gather materials, make suggestions, and help the classroom wherever possible.

It was our desire that the student spend as much time with his own peer group as possible and be better prepared socially to function in a normal classroom environment.

A desirable outcome from this approach is to increase staff sensitivity to the needs of many more students with learning disabilities and to amplify the instructional setting for them with tutorial aid when necessary.

SCIENCE

This year all sixth, seventh and eighth grade students began a new curriculum in the Middle School science classes. The school year has been divided into nine four-week blocks. Every four weeks, the science teachers will offer four different subjects. Sixth, seventh, and eighth grade students may elect to attend one of the four classes during their scheduled science period.

A student may elect to do an individual project on a topic of particular interest to him (and with teacher approval) rather than one of the four choices for any four-week period. He will then be scheduled into the Media Center, science library, or science lab for his scheduled science period to work on his project. He will meet with the science teacher he has chosen as a project advisor at least twice a week to report on his progress and receive help. He also keeps a daily record of his activities in class time or at home that relates to his project. Grades O (Outstanding), S (Satisfactory), and U (unsatisfactory) will be given on projects.

During their three years in Grades 6, 7, and 8, students may choose from a total of 27 science blocks. We feel that a student will receive a good general background in the various areas of science and at the same time be able to concentrate in areas which interest him most.

One method of evaluating pupil progress that seems to work well, is through the use of a class record file. The pupil is given the responsibility of pulling his own card from the file and recording his own accomplishments. The teacher then initials this record and the student returns the card to the file.

Interestingly, our concern about having sixth, seventh, and eighth graders all in the same class was groundless. The feedback from the students indicates that they are not finding this to be a problem and have no desire to return to the previous classroom structure.

FAMILY LIFE PROGRAM

The Aurora Middle School has been faced for the last several years with the problem of establishing a sex education program. The administration felt an urgent need for education in this area. However, the controversy surrounding this subject in the school curriculum, and an incident of failure of a sex education program in a school in our county made us wary. We were convinced that any sex education program had to be carefully planned, having carefully thought out objectives, well-made materials, well prepared teachers, and a carefully prepared presentation to introduce the program to the community. This project is an effort to establish such a program. Although we know that it will not be perfect, we feel that we must begin somewhere. It is hoped that the program will be adequate for the first year and can be reworked and perfected for future years.

The first basic decision that came from our preliminary discussions was that the program should be more than a sex education program. It seemed to us that the subject was best approached as part of a framework. Therefore, we decided to expand into a family life program, including the health class. It was decided that the program should continue during all four years of instruction in our school, and, indeed, from kindergarten through Grade 12.

Our program, therefore, will include the following topics (in no particular order):

1. Sex education
   a. human growth and development
   b. understanding sexual behavior
   c. sexual problems (dieseases - deviant behavior)
2. Hygiene
3. Alcohol
4. Drugs
5. Tobacco
6. Aggressive behavicr and violence
7. Understanding human behavior
8. Values

A further development in our program came from several interdisciplinary meetings during the preliminary discussions of the program. It became obvious that many of the subjects discussed were already being taught or could be best taught in other curricular departments. Most obvious was that our objectives for understanding human behavior were already being met by the Language Arts Department, using the Learning-to-Decide program. The establishment and use of values was being, or could best be,

presented in the social studies program, in the language arts unit on advertising, and in the health class unit on consumer health products. We also feel that the interdisciplinary approach offers an advantage in that it presents the material in its appropriate place rather than as an isolated subject. The more natural position of the material will help overcome awkwardness that often accompanies the subject. Understanding human development could best be covered in science classes, as could reproduction. Sexual behavior, problems, diseases, and deviant behavior could best be covered in health class, as could family and social relationships.

While our family life program will be interdisciplinary, we feel that it is important that one comprehensive curriculum guide be established to insure that:

1. All aspects of family living are being covered somewhere.
2. A unifying set of objectives is available to all teachers involved in the program to insure continuity of the program and to prevent contradictions in subject matter and philosophy.

Harold E. Miller Elementary School
Rt. 43
Aurora, Ohio 44202
Mr. Thomas Craddock, Principal

Several of our teachers are implementing the Open Classroom. In the open class each child has his own folder, which he picks up first thing in the morning. The folder's contents will be his work for the day. In most cases he chooses what he will do and when. The classroom is equipped with many manipulative objects, supplementary readers, art supplies, games, and other materials that may be used as aids to learning. We have hopes that this flexible individualized approach will lead to the development of a more responsible student.

Avon Lake

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Superintendent
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Westview Elementary School
155 Moore Road
Avon Lake, Ohio 44012
Mr. Andrew Marko, Principal

The Causal Approach is being used as it relates to the concept of Preventive Drug Education at the Elementary School Level.

The material for the Preventive Drug Education Program for the primary and intermediate grades was prepared during a 1970 summer workshop, sponsored by the ERC and Cleveland State University. The material was written by a team of Avon Lake teachers and principals.

The Causal Approach as it relates to Preventive Drug Education at the elementary school level (K-6) incorporates the Visuals of Concept 9 (Mood Modifiers) of the School Health Education Study (SHES) Program.

By utilizing the SHES conceptual framework as developed around behavioral objectives, we have added from three to four causal-oriented questions for each visual. The causal questions, from our view, will help children to follow a method in developing decision-making skills.

Various teachers at different grade levels are in the process of "piloting" this Drug Program, which utilizes the causal approach.

Bay Village

Dr. Robert C. Cawrse
Superintendent
Telephone: 971-2323

Mr. Paul K. Spencer
Administrative Assistant
Bay Village Board of Education
502 Cahoon Road
Bay Village, Ohio 44140

At the present time a minicourse is being conducted at Bay High School, on "International Views of American History--The Colonial Period." Each term, for about six weeks, the students study a different period of American history as seen by foreigh historians.

In the elementary schools, we have expanded our usage of volunteers to more than four hundred. The majority of these work one or two half-days a week in areas such as library aides, early reading assistance, motor perceptual activities, story tellers, resource persons, art appreciation, and playground and office aides.

Berea

Dr. Frank C. Mayer
Superintendent
Telephone: 243-6000

Brookpark Memorial Elementary School
16900 Holland Road
Cleveland, Ohio 44142
Dr. Anthony Bilchik, Principal

At present there are thirteen nongraded classes at Brookpark Memorial School. Nongradedness here is a philosophy -- a philosophy dependent upon the premise that each child is an individual and progresses through his educational experiences at his own rate. Rate is understood to encompass the child's intellectual ability, emotional stability, social maturity, and individual interests.

Each child's educational growth is reported to parents through individual conferences, as well as periodic written reports mailed to parents as the teacher deems necessary. The evaluation of growth is based upon teacher judgment and objective standardized testing.

Before the nongraded school was put into operation, meetings were held with parents to explain thoroughly the nongradedness concept and answer their questions. Following these meetings parents were given the opportunity to enroll their children in the nongraded school. The nongraded program was initiated in the fall of 1969 with six classes participating. The following year there were thirteen classes in operation. Brookpark Memorial School at the present time has an enrollment of 1,300 children in 49 classrooms. Our ultimate goal is to phase into a completely nongraded school for all the children.

The curriculum in the nongraded school is essentially the same as in the graded school. The major difference is in allowing and encouraging children to progress at their own rates. As a consequence, all major curriculum areas are taught in large and small groups and individually, similar to the methods used in teaching reading. As teachers become increasingly aware of children's individual needs, other subject matter is incorporated to meet each child's needs.

During the growth of this program, in-service experiences have been shared by participating teachers, the building principal, the guidance assistant, and the instructional assistant.

A further refinement has been the increased use of the Learning Resource Center. Plans are being made to expand the LRC to accommodate the needs of the children. The library is serviced by two full-time librarians and volunteer assistants. Children are assisted in locating and using materials to carry out their studies.

Evangeline Davies Elementary School
5572 Smith Road
Brook Park, Ohio 44142
Mr. Harry Sabiers, Principal

Two of our first-grade teachers, Miss Pacileo and Miss Meyers, have been Team Teaching since September, 1970. They had rooms on opposite sides of the hall, so they turned one room into a workroom for the children; large-group instruction and some reading groups are carried on here. Several interest centers have been created in the second room. Here, also, are the teachers' desks and pupils' clothes closets.

Two of our fourth-grade teachers, Miss Prill and Miss Mayer, began a Team Teaching plan in early February, 1971. They are using the same room arrangements as the first-grade teachers.

Middleburg Heights Junior High School
7247 Big Creek Parkway
Middleburg Heights, Ohio 44130
Mr. George O'Brien, Principal

The following teaching innovations are being practiced in the Middleburg Heights Junior High School:

1. Science department -
   a. Cooperative units are being used which combine seventh-grade earth science with social studies.
   b. The eighth-and ninth-grade life science and physical science courses are laboratory oriented and use team teaching.
   c. All levels emphasize concept development and use multiple texts.

2. English department -
   a. The English and social studies departments have developed a new eighth-grade course, American Experience, which uses team teaching.
   b. Minicourses have been developed by eighth-grade teachers.
   c. Student skits have been video recorded.
3. Mathematics department -
   a. There is a pre-algebra pilot class in the seventh grade and an algebra pilot class in the eighth grade.
   b. Consumer math units are being created and used in the eighth grade.
4. Social studies department -
   a. Six department members were involved in last summer's curriculum writing project. This has brought a new direction, involving teachers and students in a learning process designed to develop thinking, reasoning human beings.
   b. Many teachers in the department are experimenting with new ways to involve the students in the learning process so as to develop greater self responsibility. Many teachers have been influenced by Dr. Glasser's individualized instruction approach and have incorporated much of his philosophy.
5. Home economics and industrial arts -
   a. All eighth-grade boys have 12 weeks of home living experience in the home economics area and all eighth-grade girls have 12 weeks of home living experience in the industrial arts area.
   b. Ninth-grade boys may elect a semester course in food preparation.
6. Foreign Language, business, and occupation work adjustment -
   a. Each of these departments has added additional courses. German is now offered in the ninth grade and typing is offered in the eighth grade. OWA is a work-study program which has been most successful.

Teachers in all departments are making much use of our two VTR's. In addition to recording student activity, the teacher can now analyze his own teaching performance. Along with the video recording, many teachers have used the system called Guided Self Analysis.

Flexibility in the use of TV has also been increased by our new closed-circuit television network. In addition to receiving channels 3, 5, 8 and 25 in every room in the building, each room may also originate a program which can be sent all over the building.

Roehm Junior High School
7220 Pleasant Street
Berea, Ohio 44017
Dr. Thomas Somerville, Principal

STUDENT VOCATIONAL VISITATION PROGRAM

During the 1969-70 school year, a new procedure was initiated whereby interested ninth-grade students could visit, during school time, a vocational area of their choosing. We feel the program was quite successful, with students participating in experiences ranging from flying with a commercial pilot to observing a local veterinarian while performing surgery. To encourage even wider participation this year, students' interests have been surveyed by the counselors, and a list of needed consultants has been presented to a PTA committee to secure cooperating personnel.

NINTH-GRADE INTERDISCIPLINARY PROGRAM

This program involves a team of three teachers -- an English teacher, a social studies teacher, and a physical science teacher. They have a common group of 30 students.

In the program, students use the skills of research, inquiry, a... discussion to attack subject areas that they feel are relevant to their lives today. Such areas might include crime, social classes, or urban renewal. Pollution is another example of one topic that might be studied. In social science and English, the students would take a look at the political, economic, and social problems of pollution, whereas in science they could look at the concrete causes and effects of pollution.

STUDENT INDIVIDUAL RESEARCH PROGRAM

This program allows students to pursue learning activities involving a minimum of teacher direction. Students are asked to submit a proposal for a project independent of their regular class work, delineating the scope of the project, along with the resource materials and personnel needed or involved. Students are permitted released time from class and in some cases leave the school to pursue their projects.

TEACHER IN-SERVICE VISITATION PROGRAM

This program came about as a result of a small group of interested teachers looking for an effective means of sharing teaching talents and techniques among personnel in our own building. Realizing there is perhaps a natural reluctance to ask another teacher for permission to visit his classroom, or in some cases a degree of apprehension about having other teachers visit one's own classroom, a purely voluntary program was initiated. Interestingly, nearly half of the teachers - thirty - have volunteered for the program. The committee is currently scheduling the teacher visitations. The benefit of this program would be manyfold. Initially teachers are asked to focus their attention on these three areas:

1. Observing effective methods of techniques of teaching
2. Elimination of subject matter overlapping
3. Observing common students in a different setting, with a different teacher

ASSISTANT TEACHER PROGRAM

The assistant teacher program, a cooperative effort between Roehm Junior High School and Baldwin-Wallace College, was initiated in the Fall Quarter, 1968. The original program involved students in the Baldwin-Wallace Social Science Methods course and teachers in the Roehm Junior High School Science Department. The program came about as a result of a mutual concern that the resources of the Berea Public Schools and Baldwin-Wallace College were not being utilized to the benefit of both institutions. The assistant teacher program has operated very successfully, resulting in the continuation of the program in social sciences and extending it to English during the current 1970-71 school year. To date, eight students in social science and fifteen students in English have participated, or are presently participating, in the program.

The plan calls for the assistant teacher to:

1. Assist classroom teachers with small-group discussions
2. Assist with remedial work or private instruction to the slow learner or students experiencing difficulty
3. Conduct reviews for the class and present and test content relationships from a different viewpoint
4. Develop special library projects and assist the classroom teacher in directing the project
5. Develop and present special materials for class enrichment related to the course of study.

EIGHTH-GRADE SOCIAL SCIENCE PROGRAM

Options within the required eighth-grade history requirements have been provided for students at Roehm Junior High School. Students may select five or twelve topics available in this course, with a thirteenth topic being added this year. The topics include:

1. Colonial America - Powdered Wigs and Witchcraft
2. The Promise of Law and Justice - The Constitution and Declaration of Independence
3. The Pioneer, the Wilderness, and the Westward Movement
4. Geographic America
5. Reform in Society
6. Transportation and Communication in American Society
7. Industrialization and Inventions
8. The Minority American
9. Potpourri - The Gold Old Days
10. Men in War
11. Ohio - The Buckeye State
12. Man and His Environment
13. America Today - Its Problems and Future

Students begin with a brief introductory unit to the various topics. Included in this unit are group-discussion techniques, learning through inquiry, and how to select a discussion leader. Students then make their selections with some topics being more popular than others. Despite this potential problem, 80 per cent of the students have been able to participate in their selection choices.

SEMINAR SCHEDULING PROGRAM

The Language Arts program at the eighth-grade level provides the team teaching approach with team planning time and seminar sessions for students on fixed schedules. Teachers also have the option of large-group instruction, class-group or variable-arranged performance groups three days a week. Special attention is related to the function of the student in the small-group process. In the ninth grade, the emphasis on seminar instruction for individual attention is increased as team-planned programs with scheduled seminars are included for all students in the areas of language arts, social science, and physical science. Seminars provide a means whereby the teaching-learning activity can be more personalbe, analytical of participation and progress, and motivationally oriented.

MATH CONTINUOUS STUDY

Seventh and eighth-grade low achievement students at Roehm Junior High School achieved at their own rates in mathematics. The major units are divided into subunits. Students are presented an outline of assignments and materials after being pretested before each subunit to determine their deficiencies. Students work at their own speeds, taking a quiz after each subunit to determine their progress. Materials include multitexts, tape recordings, and the SRA Skills Kit.

PROGRAMMED ENGLISH GRAMMAR INSTRUCTION

Students in the eighth-grade English classes at Roehm Junior High School have studied grammar through a programmed text devised specifically for their needs by members of the eighth-grade English team. Students were tracked in three levels after being pretested to determine their needs. Students then worked at their own rates of speed in the programmed materials.

Bradford Area

Mr. Frederick E. Shuey
Superintendent
Telephone: 814-362-3841

Bradford Area High School
81 Interstate Parkway
Bradford, Pennsylvania 16701
Mr. Parnell H. Hoffman, Principal

A program of independent study in the social sciences in multiples of .25 credit basis has been implemented this year. Learning laboratories are now in their their third year of operation. The Work-Study Program continues to expand to include those in distributive education, occupational education (dropout prevention program), and selected vocational areas on up to a half-day released-time basis. A wide diversification of minicourses (nine weeks in length) has been a popular adjunct to the curricula and the courses are offered for .25 credit value. English II, III, and IV have been replaced by thirty nongraded semester courses. The computer is used for attendance, grade reporting, and scheduling.

School Street Junior High School
76 School Street
Bradford, Pennsylvania 16701
Mr. Frederick Smith, Principal

Pupils are scheduled for a program of 35 periods, i.e. 7 blocks of 5 periods. Six periods meet each day; the rotation is continuous; the first class one day will be the second class the next, etc., then it will not meet the seventh day and will appear as the first class the eighth day. Thus, there is a variety each day and pupils miss one preparation each day. Classes move on a time schedule without the aid or interference of bells.

Approximately 300 pupils in each grade level are distributed into five sections, and each section of approximately 60 pupils is assigned to two English teachers, to two history teachers, etc., with identical schedules. Cooperative planning, large-group, small-group instruction, and all of the activities of team teaching are possible.

A special teacher, plus another teacher working part-time, works with potential dropouts and low achievers. They work with small groups of from

one to four pupils each period. Pupils meet the same period each day so that the schedule will rotate around them, and thus they will miss a different class each day.

Most of these children are children with problems rather than problem children. The teachers work to help them find solutions to their problems so that they may feel more at ease in school and learn to become contributing members of society. The teachers seek the cooperation of the guidance counselors, the classroom and homeroom teachers, the home, the church, and the various agencies of the community.

In addition to these special teachers, many other teachers take at least one child with problems and work with him during some of that teacher's unassigned time. Perhaps school may be a pleasant experience for these pupils.

Teachers borrow pupils from another teacher at certain times to help in leadership roles with another class, i.e. in small-group instruction such as performing science experiments, explaining specific materials in mathematics, English, etc.

West Branch Elementary School
645 West Washington Street
Bradford, Pennsylvania 16701
Miss Sara S. McClain, Principal

In the 1968-69 school term the Xerox "Science--A Process Approach" curriculum was introduced in Kindergarten through Grade 3. This type of program or curriculum has been continued or expanded into the intermediate grades (4 through 6) during the 1970-71 school term, with the adoption of the Elementary Science Study units from McGraw-Hill Book Company.

These flexible units of both curriculums free pupils from the traditional, book-centered approach and let them learn through their own experiences.

During the last two years, the elementary library staff has changed its scheduled program to make the libraries open to all for greater periods of time during the week, with the advantage of being able to provide more reading quidance and other curriculum-related services to individual students and teachers.

The major project in the fall of 1970 was the assignment of all Central Library materials to the collections of each elementary school library, giving each library an expanded and more up-to-date collection. A union shelf list in the Central Library was composed and a system of interlibrary loans initiated, making all materials in the elementary libraries of the district available to everyone.

Brockton

Dr. Anthony D'Antuono
Superintendent
Telephone: 617-588-7800

Brockton High School
470 Forest Avenue
Brockton, Massachusetts 02401
Dr. Robert W. Goldman, Principal

GUEST SPEAKERS

Several quest speakers participated in an Urban Affairs Lecture Series during the first semester. The program was open to the entire student body during free mods; lectures were held in the Little Theatre. It was attempted on a trial basis.

Former Mayor Alvin Jack Sims and State Rep. Robert Creedon appeared in November and December and spoke to overflow audiences. The program that began with the second semester was more or less absorbed by the student-organized seminar in Effective Political Action. In general, the format worked well, and it appears that it will be continued by the students in the future. --George McGarry

MILITARY RECRUITERS

This program for Work-Study Seniors focuses on a general information series for boys (and a few girls) interested in military service after graduation. Recruiters from the Marines, Army, Navy, and Air Force have come during class time to explain the programs of each of the Armed Services. Following the speaker a recruitment film was shown the next day.

As a follow-up, a member of the Brockton Selective Service Board has been invited to talk to the students. The Work-Study Seniors have indicated that this program has been very beneficial and of the twenty male students, several have already made arrangements to fulfill their military obligation. --George McGarry

SPEAKERS

Effective Political Action has brought in speakers on the subject of the proposed legislature bill to change the system of voting for school committee members in the city of Brockton.

Speaking in favor of the bill was Judge James R. Lawton. In opposition was School Committeeman George M. Romm.

We plan to continue this activity for the remainder of the current school year. --T. Nash

FOLLETT WORKBOOK - WORLD HISTORY

The Follett Basic Workbook Program is a series of workbooks, composed of articles and accompanying objective questions. Each workbook concerns a major theme of history and ranges across geographical regions and chronological periods in explaining the theme's development.

The primary virtue of the series is its usefulness in developing vocabulary and reading skills. The selections are lucid and short, and so reduce the frustrations which usually beset students in the Basic level.

The workbook program affords considerable flexibility to the teacher in presenting material. Group projects can be planned around each unit as readily as teacher lectures. The students find the material itself neither easy nor beyond their reach. The length of the units is particularly important, since the attention spans of the students are not overly taxed. --Peter Hayes

1787 GAME

The game "1787" is a simulation of the Constitutional Convention. It is a role-playing game in which students, as individuals or as members of delegations, assume the characters and biases of men who attended the original Convention. An agenda of proposals is provided which deals with

such areas as organization of the legislature, executive power, and ratification; and the students acting in their roles, debate, for example, whether or not regulation of interstate commerce will be a power of the federal legislature.

The purpose of the game, as this teacher views it, is to expose students to the process of the Constitution; that is, how and why constitutions are written. But in addition to teaching process, the content of the Constitution should also be taught. --Edward Mullen

WORLD'S LIVING RELIGIONS

"World's Living Religions" has presented the development of Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam through the lives of their founders.

Through the use of speakers and slides, the student has seen the role religion has on the areas of the world where it exists. --Norman Silverman

MATERIALS - METHODS

Jerald Saval and I have been attending lectures and discussions in a new curriculum program entitled "Law in the Social Studies Program" at the Lincoln Filene Center, Tufts University.

Basically, the program is involved with how Social Studies teachers can effectively teach legal concepts and principles to their students. Some of the areas that are examined are: contract law; tort law; civil law; consumer law, and criminal law.

The program is especially beneficial to the students because they are asked to read real and hypothetical cases, examine and analyze them, and then act them out (role playing).

If this material is used in a social science course at a pertinent and relevant time, the students (from my experience) are introduced to a meaningful and worthwhile learning experience. --K. Cardone

OLD COLONY PROJECT

Pursuant to the idea that the Social Science Department and the City should enter into a wider set of interactions, my classes have become involved in the Old Colony Planning Council's Inner City Open Space Project. The

Project is designed to demonstrate more effective and imaginative methods and themes in playground construction. Playgrounds using unusual materials are planned and built for low-income children.

The students involved are from many different backgrounds and range from freshmen to seniors, from basic to advanced. After an organizational meeting with representatives of the OCPC, the seventy students decided that they would like to help build the playground as well as help plan and evaluate the OCPC's earlier and future efforts in open space utilization - conservation. At this point, we are about to complete a play area that was started last fall on Plymouth Street in Brockton. We hope to continue our community participation with OCPC, and we are generally expanding our efforts in the field of social service. --Bill Burges

U.S. CONSTITUTION AND LAW

This course is intended to give the students an understanding of the role the Supreme Court plays in the United States. The initial year of the course has gone extremely well. Much use is made of original Supreme Court decisions. The ultimate goal is to have the students understand the changing nature of law in our society. --J. Saval

POLICE-STUDENT DAY

In September, 1970, a group of my senior economics students expressed a strong resentment toward local police following a local drug raid. We decided to schedule a series of seminars at Brockton High School on a given day with the Chief of Police and five of his staff. The purpose was to bring the two groups, police and young people, together in hopes that each side would come to understand the other - to understand the sensitivity of young people and the responsibility of the police. The ultimate goal was a lessening of the tension between the groups to bring about a better working relationship and to prevent possible conflict or friction between the two groups. After obtaining the approval and support of Dr. Goldman, Mayor Sullivan, and Chief Johnson - the day of seminars was scheduled and carried out successfully with 1300 students attending the one-day session. --Mr. Hair

PIZZA PROGRAM

This Christman program to raise funds for the Herald-Traveler Christmas Fund was planned, organized, and carried out by the Work-Study Seniors in the Food Management Program. They sold a limited number of tickets (175) and hosted a pizza and cake party on the day preceding the Christmas vacation. They cooked the pizza.

The party included folk music and pop art, provided by other students and faculty. It ran continuously for three hours and attracted several hundred students during the lunch periods.

Its success did a great deal to prove to the Work-Study students that they could put it all together themselves. After expenses, $123 was contributed to the Herald's Christmas Fund. --George McGarry

POLITICAL CAMPAIGN WORK

Twenty ninth-grade students in the Comparative Political and Economics Class worked at the Brockton Campaign Headquarters of both political parties from October 1 through November 3, 1970. The students canvassed neighborhoods on foot, telephoned voters just before election day, and generally spent 10-15 hours each week, including weekends, assisting the local campaign staff.

The students gained some practical insight into politics from the experience and learned the mechanics of the electoral process. --Bill Burges and George McGarry

U.S. HISTORY - DEMONSTRATION CLASS

This standard class can be considered of a laboratory nature. Although I assume the responsibility, the 29 juniors are largely led by college social studies majors.

Creativity centered around small group discussions has been emphasized.

The high school students have been involved probably more in the affective domain, with a heavy emphasis upon multimedia. --John Myers

TEACHER-AIDE PROGRAM

I have had available to me teacher aides from two different areas this year.

First, I have had students from an advanced course in European history (Rita Smith's class) volunteer to help in my basic world history class. I found these students a refreshing help in attempting to reach students who are not motivated in an academic way. Being students themselves, they were able to reach some of these basic students, which resulted in at least some exchange of ideas. It was an excellent learning experience for these advanced students, tow of whom may enter the teaching field.

In another area, students from Bridgewater State College are available during the week to help us in any way we see fit. One especially has been a great help to me while working with small groups (3 or 4). It is much easier for me working with someone else, to go from group to group to help and advise. This Bridgewater State College student has been well received by my students. --Mel Cohen

AFRO-AMERICAN

A new one-semester course has been added to the Social Science program. Afro-American Studies is a historical-literary approach to the experience of Black Americans. Many of our students have little or no academic background in the nature of the Black experience, so the course is offered to sophomores, juniors and seniors at all academic levels.

My students seem to enjoy and profit from exposure to a view of America that often contrasts with the frame of reference of a standard American History text.

Students read an Afro-American History text and various other literature by authors such as Washington, DuBois, Johnson, Hughes, King, Wright, and Cleaver. --Bill Burges

TEAM - COMPARATIVE POLITICAL AND ECONOMICS SYSTEMS

Mr. Edward Mullen, Bill Burges, and Pauline Donovan have been engaged in a team teaching program with a group of 52 students enrolled in the ninth-grade honors level of the Comparative Political and Economics Systems course.

While we felt that none of the techniques were innovative, since each of us had used some or all of them in the past, we agreed we were able to make more effective use of them with the team approach.

We made use of large-group presentation in the lecture hall to simulate the Constitutional Convention of 1787, to present guest lecturers, to reinforce lessons with films, filmstrips, skits, and recordings and to hold review and examinations. In the Constitutional Convention simulation game students assume the roles of the delegates actually present at the Convention. Films include Stalin and The City. Filmstrips shown included land use of an urban area. The Artemus Ward skit was used to show reasons for presidential aspirations for office. Guest lecturers included other members of the faculty who have been active in politics and law. In the future we hope to have outside speakers such as Mr. Mark Cohen from the Attorney General's office.

Introductory lectures have been followed up with small-group discussions and seminars. We have used the seminar approach to prepare the debates and skits, to discuss outside reading assignments, and to hold discussions with students who have either missed work or need a small-group environment in order to contribute to discussion.

In summary, the team approach has made very effective use of teacher time and talent. Mr. Mullen was our expert in local government, Mr. Burges in philosophy and politics, and Miss Donovan in finance and economics. Unfortunately, student-teacher rapport and individual attention was lost in the large-group environment. --Pauline Donovan

TEAM TEACHING

Team teaching - Three student teachers used in a class of thirty students.

This type of approach is of value from two dimensions - beneficial for students and beneficial for teachers. The students benefit from the individual attention that they receive. Group work can be efficiently accomplished. Students with problems can receive personal attention immediately. The teachers benefit from the close personal interaction with the students that is not otherwise possible. This allows the development of an understanding of the student as an individual in a short period of time, thus increasing the possibility of successful teaching. Teachers also benefit from exposure to each other, and hopefully add to the variety of methods and materials used in their classes.

The problems associated with this approach are: cost, the teachers must not have personality conflicts, leadership problem - pupils do not identify with one of the teachers as a leader.

This program was planned for a Standard group of juniors and conducted by Mr. Maurice Donnelly, Mr. Robert Lanzetta, and Miss Helen Gilmore. In setting up the program, an effort was made to present the material that was to be covered in as varied a way as possible in order to satisfy the wide range in the students' interests and abilities.

Each member of the team has developed and presented a particular area of the outlined course and along with the use of visual aids, has covered that period in history thoroughly.

Team teaching has been an interesting experience for pupils and teachers. As was to be expected, some like this type of teaching and others do not. Any problems, such as too large a group or not becoming acquainted with the pupils assigned to each teacher until the end of the first marking term, can be rectified next year. --Mr. Sullivan

TEAM TEACHING - U.S. HISTORY

This U.S. History course follows the team approach and is designed for the honors level. Innovations within the course include beginning in 1898 and concentrating on twentieth-century America so that material covered may be more relevant. Current periodicals are used to bring the present into focus. Emphasis is also placed on a chronotopical approach that weaves back and forth in American History. The text is solely for outside reading and is supplemented by appropriate paperbacks, historical and literary in nature, which are used for small-group discussion.

The team approach allows for the utilization of each team member's knowledge in certain areas of concentration and avoids repetitious use of audiovisual material. Adequate planning time is essential to the success of such a program. The teachers involved are Gloria McEntggart, Norman Silverman, and Robert E. Sullivan. --Helen Gilmore

TEAM TEACHING BIOLOGY

The team teaching biology program employs three different approaches:

Large-Group Instruction - The purpose of this approach is that it saves time and energy and provides the students with the best teaching and resource supplement the school can master.
Small-Group Discussion - The purpose of this approach is to reenforce and use the knowledge the students have learned in large groups and in their own independent study. It provides a setting in which teachers can

analyze students' reactions and course content. Students also learn to discuss controversial matters and to communicate effectively.
Independent Study - The purpose of this approach is for the student to engage in learning things his own way and to develop lines in his special interests and abilities. --Miss Souza, Mr. Coulter, and Mr. Delgado

TEAM TEACHING IN CHEMISTRY

The main object of a team teaching course is to allow the students to be exposed to more than one instructor in a specific subject, thereby giving the students a broader view of the course material. In addition, the course is set up so that each teacher gives instruction in the particular areas within the subject in which he is most familiar and best qualified.

A secondary object for having a team teaching course is to expose the students to the type of course that is offered in college (i.e., a lecture-type course).

Our course is set up in the following manner: We introduce each new topic in chemistry (such as the gas laws) in the large lecture room with three groups meeting at one time. One instructor presents the material in lecture format, while the other two instructors remain in the back of the lecture room. The students are urged to take good notes at these lectures since most of the course content is given at these times. Depending on the extent of the particular subject matter, the students might meet in lecture hall two or three days in a row. After the lecture material has been presented, the students then meet in small groups to discuss the topic or have a problem-solving session. The students also meet in small groups at times and in large groups at other times. Usually one instructor will correct the exams for the three groups. --Mr. Cattabriga, Mr. Moncevicz and Mr. Zoino

TEAM TEACHING - STANDARD ALGEBRA II

The "new" method of teaching which we have found successful this year is team teaching in standard algebra II class.

Individualized instruction, exposure to varied teacher personalities, and the development of independent study habits have been found to be the advantages of this type of class procedure. --Mrs. Adams and Mrs. Rosen

TEAM TEACHING - TYPEWRITING I

This course offers a cooperative approach in teaching the fundamentals of typing, with a knowledge of the keyboard characters, location by the touch method, and the operative parts of the typewriter. Speed and accuracy are stressed, with development of skills in the following directions: speed drills and timed-writings, typing business letters and forms, centering, tabulation, elementary rough drafts, and manuscript work.

Visual aids such as the overhead projector, phonograph with recorded materials, tape recorder with prerecorded material, and the skill builder are used in the classroom.

Emphasis is on group instruction by one member of the team, with individual instruction (for problems, confusing material, make-up work) by the other member. Rotation of work is divided equally. --Miss Nahabedian and Mrs. Price

OFFICE PRACTICE

This course is designed to acquaint the student with the atmosphere of a business office and the nature of general and specific office duties and routines.

Emphasis is placed on the proper operation of modern office equipment and machines. Special units are organized between the members of the team to include modern and everyday training in a normal office situation.

Acquaintance with filing rules, typewriting, postal activities, telephone and telegraph usage, and good grooming are divided between the members of the team. Group participation is emphasized. --Miss Nahabedian and Mrs. Price.

AMERICA'S MINORITIES

In addition to Afro American History and Modern Africa, we have developed another course relating to Black Studies - America's Minorities. The curriculum treats Native Americans (i.e. Indians), Chicanos, Blacks, Jews, Puerto Ricans, Orientals, and European ethnics. The theme of the course is a detailed examination of the "melting pot" theory of American civilization. An anthology is used as a textbook and supplemented by many newspaper and magazine articles.

Like all of our Black Studies courses, America's Minorities is open to sophomores, juniors, and seniors at all levels. The reading and research requirements, as well as the depth of analysis vary with the level. The breadth of the survey is similar at each level. America's Minorities is an interesting course to teach because most of the information and concepts are entirely new to the students, and they seem to feel that the material is worthwhile. --Bill Burges

ANTHROPOLOGY - USE OF PAPERBACKS

I am teaching Anthropology (physical and cultural). In the Physical, I like to stress the physical evolution of man (both form and function). I also discuss the possibility that man's nature also evolved - his nature (behavioral patterns) evolved along with his physical evolution. The books I use are paperbacks: African Genesis by Rober Ardrey; Naked Ape by Desmond Morris; On Aggression by Konrad Lopeng and The Human Revolution by Ashley Montagu.

I use as much visual media as possible - we are still building on this.

Cultural Anthropology - we study culture - concept and nature: Patterns of Culture by Ruth Benedict; They Studied Man by Kardiner and Preble.

I also like to use the evolutionary approach to culture. I use notes from books in my own collection. --Mr. Ippolito

ANTHROPOLOGY - NEW COURSE

This course consists of:

1. a brief history of Anthropology
2. a study of some notable anthropologists and their contributions
3. a study of the evolutionary process of man and his planet
4. a study of preliterate social organizations
5. a study of preliterate political organizations
6. a study of preliterate religions
7. a study of preliterate technology
8. a study of preliterate folklore

This course is intended for juniors and seniors.

This course has been well received by the students for the last two semesters. The students have said that, through their study of preliterate peoples, they have achieved a better understanding of the various problems inherent in any society.

I believe that the students, through their study of the cultural and physical evolutionary processes of man, have achieved not only a better understanding but also a greater respect for mankind which has progressed so far in so brief a period of time.

I also believe that the students have gained a deeper realization of the fact that man is constantly changing his society and his environment, and that this change is sometimes slow and usually fraught with problems. --Mr. Donnelly

FRESHMAN ENGLISH - (Honors and Advanced)

The teachers of this program are using learning activity plans. In this arrangement a number of activities related to a central theme are established at the outset of a unit: the plan may be either written out or gone over orally in class discussions. Students then begin working through all (or, in some cases, their choice) activities at their own rates, with the teachers serving as individual and small group guides. There are evaluation items along the way, as well as at the end of the unit. In some cases, culminating evaluation includes a student's assessment of his work habits and attitudes, as well as content achievement.

FRESHMAN ENGLISH - (Basic)

Under Mr. Sennett's direction, a language arts laboratory has been set up in two classrooms in the Azure building. Students work individually and in small groups under the guidance of two teachers at a time. Diagnosis and individual prescription are used throughout. The laboratory tone is one of congeniality and freedom to work on language study of one's choice, but with the accent on continual involvement and production. A considerable variety of reading materials is available. Evaluation with the students includes assessment of study habits and attitudes, since a goal of the laboratory is improved student self-confidence.

EXPOSITORY AND CREATIVE WRITING

The teachers of this program are instructing through a workshop technique. Rather than have writing done at home and brought in for teacher correction and discussion, the writing is done in the classroom itself, with the attitude instilled in the students that because writing is communication, it

is best done when you have other people right at hand to give you immediate feedback on the clarity of their message. Consequently, there is continual paired and small-group conference work, and the teacher rarely lectures to the class as a whole. Students frequently are writing in the mode of their own choice on an individually-chosen or group-chosen topic.

DEBATE AND DISCUSSION

A total range of ability levels is combined in the class. The teachers team, sometimes dividing the class into groups, sometimes putting them all together. The hallmark of the class is that it is essentially an active involvement and production class. The teachers do little presenting of material to the class as a whole; the students themselves form a variety of debate and discussion formats, and the teachers work with each team in a format to develop their topics and help them with their delivery. The teams then make their presentations to the class as a whole.--Mr. Fortin and Mr. Lagadec

ETIQUETTE AND GROOMING

This is a course designed for the teen-age girl who wants to be in the know about good grooming and etiquette. Many areas of social etiquette are covered, with emphasis on our ever-changing times, as well as the latest on grooming and appearance. Girls who are college-bound, secretarial minded, and those who will have families will get much from this course as preparation for their futures. --Mrs. Plowcha

PARTY PLANNING

To learn about party food preparation and methods of serving, as well as discovering the little details that can make social gathering pleasurable. The course is intended for any person who plans to, or will be expected to, do any entertaining in the future. --Miss Evans

HOME PLANNING

This course was created to emphasize greater appreciation of the home by analyzing the various types of architecture, furniture styles, color schemes, fabrics, wall and floor coverings, and equipment necessary

to establish and maintain a home or apartment. Its main objective is to help the student set up practical goals for the homes they will someday set up for themselves. --G. Ferguson

CHILD STUDY I AND II

The child study program is one designed for students of all ability levels who are interested in working in any capacity with preschool children. Those who are the most successful in the program have a high attendance record, a good acceptance of themselves, and are sensitive and understanding in their relationships with others.

It is a two-year program; the first year consists of in-depth study of the preschool child and observation in the Brockton High School pre-kindergarten class, as well as surrounding public and private nursery schools and kindergartens.

Year two involves the students directly in supervision and teaching of the preschoolers and much responsibility for their physical, social, emotional, and intellectual growth.

Students are encouraged to initiate innovative activities and learning experiences for the four-year-old children drawn from throughout the city of Brockton for this daily program.

ASTRONOMY

Despite the fact that we are living in the so-called Space Age, when billions of dollars are being spent annually on our space program, few Americans realize that astronomy is more than just memorizing the names of a few planets and constellations. The astronomy program at Brockton is aimed, therefore, at providing the students with a general view as to the true nature of the scope of astronomy.

Instead of wasting time learning the many facts and figures related to the stars and planets, the program is more concerned with the "hows." For example, how do we determine that a star contains hydrogen and helium when it is more than 200 light years away, or how does the astronomer determine that a star is 200 light years away when his only equipment is a camera and a telescope? This type of activity, along with a study of the many bodies and motions of the universe, make up the vast majority of the studies.

As Brockton High School is equipped with a Spitz Model A-4 RPY planetarium, much of the observable phenomenon of the universe is work-

ed with directly. Such units as those dealing with celestial mechanics, the moon, and the motions of the planets are studied in detail in the planetarium. --Mr. Suga, Mr. Creaslese, Mr. Osso, Mrs. Green and Mr. O'Leary

SCIENCE SEMINAR

Science Seminar is offered to students with a widely variant background, but each student must have a great interest in science. The purpose of the course is to encourage individual efforts by students to investigate and pursue scientific projects. Students will make daily observations, record ata, submit progress reports, and give a final report on the whole project. Students will also research the literature on a particular topic to determine what has been done and what the avenues or possibilities are for further investigation.

PHYSIOLOGY

This course presents the basic principles of anatomy and physiology. It covers the functional aspects of cellular metabolism, microscopy, minute and grass anatomy of cells and the various tissues and systems comprising the human organism as these relate chemically and functionally.

Laboratory work includes use of mimeographed materials, slides, microscopes, models, chemicals, blood typing and grouping, as well as discussion and written work as these labs relate to the various subjects mentioned previously. -- Mr. Roth

GEOLOGY - A PROGRAM - AN IDEA

The Geology program is designed to give the average student with a limited science background a course that will help him appreciate the role of the scientist in society. Through activities, field work, library work, lectures and reading assignments, the student sees how the planet they inhabit is constructed and how that construction is subject to gradual and catastrophic change.

The study of planemetric map techniques is an example of a typical activity.

A. Pacing (How big are your steps?)
B. Compass (Which way did you step?)
C. Compilation (Parking lot maps)

Topographic maps, mineralogy, geomorphology, and geological processes such as erosion, deposition, and weathering are some of the topics covered.

Students design methods to study the geological processes in action around Brockton High School. This has included mapping-labs in the parking lot, and a study of the stream and pond in front of the school.

As a result of participating in a study of geology, the students will have a better appreciation of geology and science in general.

OCEANOGRAPHY

The course will demonstrate that Oceanography is a composite of all the basic sciences, using the techniques and accumulated knowledge to solve problems of the oceans, the character of the watery environment and of its plants and animal inhabitants. The branches of oceanography are considered in some detail, corresponding to the classical basic sciences.

Physical oceanography includes a study of the currents and tides, and concentrates on the circulation, density, and temperature of water, and on its penetration by light. As these factors shift and vary over the breadth and depth of the seas, each influences the other. Chemical oceanography will consider the nature and distribution of the dissolved substances in the sea, how the total amount of dissolved salts affects the density of various parts of the sea, and how this affects ocean movements, distribution, and interrelationships of the bewildering assemblage of plants and animals in the sea; how all these complicated relationships are affected by current, temperature, saltiness, and density; and, how the sea's living inhabitants change chemical content, color, and other characteristics. Geological oceanography considers the shape of the ocean basins and the character of the rocks and sediments that underlie them.

Oceanography at Brockton High School is offered as a one-year course with one lab each week at the junior-senior, standard, honors, and advanced levels. It is desired that all students have completed a course in biology, chemistry, and/or physics. --Richard W. Burton

QUALITY URBAN ENVIRONMENTAL STUDIES AND TRAINING

This is an interdisciplinary course of study involving Science, Social Studies and Math. It is designed to use the local community as a laboratory for the study of ecology.

FOREIGN LANGUAGE TEACHING

Team Teaching - The first year of team teaching applied to the teaching of foreign languages has produced interesting, meaningful results. On the basis of what we have learned to date, next year's foreign language teams will be two-man teams as opposed to the three-man teams of 1970-71.

It is apparent that two teachers would have greater flexibility for both preparation and teaching. Also, the matching of two personalities instead of three is more easily accomplished. Mr. Chartier and Mrs. Borges, Mr. Waznis and Mrs. Wheeler will make up two of the teams. The third team has not solidified as yet. All three will be involved in teaching French.

Foreign Language Games - In our endless search for relevancy and motivation, we have discovered that properly used games are a great

help. Monopoly, Bingo, Scrabble and an assortment of stimulating card games have been used successfully thus far. The purchase of additional games is part of my planning to motivate students. The games thus far, deal with French, Spanish and German. Outstanding results have already been obtained by Mrs. Wheeler, Miss Balicki and Mr. Waznis.

Pen Pals Abroad - Pen pals should also add considerably to the relevancy and motivation factors. Students in Brockton High School and the Junior High Schools are being encouraged to take part in a pen-friend program. The most recent example at Brockton High School was in the French classes of Miss DeJesus. --Alexander Pecevich

PLASTICS TECHNOLOGY

We have done exploratory and experimental work in the practical factors of plastics technology. The areas of study are injection and roto-molding, plus a small amount of vacuum forming. A product-oriented attitude has produced screwdriver handles formed on metal blades, golf-tees which are practically indestructible, and alphabet letters for sign making. -- James M. Concannon

NURSING ASSISTANTS PROGRAM

This year the nursing assistants program has been expanded to include a wide range of students. The senior students in the Work-Study program are continuing their preparation as nurses' aides. They have been exploring the anatomy and physiology of the human body, The techniques of crutch walking, and the nursing care of common diseases and conditions in the various body systems. Their course also includes emergency nursing measures and the etiology and nursing care of common childhood diseases.

The Work-Study junior students have been studying the basics of nursing care, including the care of a patient unit, the basic needs of a patient such as feeding, turning, dental care, and how to measure and record the vital signs.

The other classes are open to students of all grade levels and all section levels, who are interested or who think they might be interested in nursing. These classes involve the student in the care of a patient unit with emphasis on the techniques of bed linen changing; how to properly lift a patient, turn a patient, and give other basic patient needs. They are also taught how to measure and record vital signs, the techniques of bandaging, and some emergency first aid measures.

These are very active courses, with total student involvement, as the students must act as the patients for each other. This helps the student to understand and consider the feelings of others. The aims of these courses are not just proficiency in nursing skills, but the growth of the student as a person. Information acquired is of value in the student's personal life whether or not a nursing career is followed. The long-range goal is for further expansion in the coming year. --Mrs. Kelly

METAL FABRICATION

I have removed all the basic tools to each lathe such as tool post, tailstock, wrenches, and put them in separate boxes with the machine number. The student has to set up and break down the lathe each time he uses it, which allows him to become familiar with the basic parts of the machine. --Mr. Walsh

DRAWING AND PLANNING

This course is a basic unit pertaining to pictorial, isometric, orthographic, and sectional drawing. The student learns by developing each of the above types of drawing. --Mr. Todd

AUTO DRAWING

This course is basically for the automotive classes.

This year I am having the students design and develop on their own any part of the engine, ignition, etc. of an automobile. Also, they are designing their own cover page of their choice to describe the course. --Mr. Todd

GRAPHIC ARTS

The graphic arts course includes all activities closely allied to the graphic and publishing field. The activities in the Industrial Arts classes are being broadened to give a better cross section of the Graphic Arts Industry, as well as providing experience for popular and worthwhile activities in book binding, offset printing, photography, letterpress, plate making, thermography, lithography.

In relation to the Brockton High School, a graphic arts course is an innovation in itself because this course has never been taught at the High School before. --Mr. Peck

CERAMICS

Ceramics is one of the most noteworthy innovations in my general shop. Most of the students are freshmen and have a very limited background in ceramics.

We have experiemented with the use of various techniques in use of clay. The students have used slip and poured their own molds. They use the kiln in firing bisque and then glazing their various pieces of bisque. I hope to develop a program in industrial ceramics. --Mr. Skinner

BUILDING CONSTRUCTION

In my shop, we have always tried new innovations, most have been good.

This year we did cabinet work for the science department. Students measured the area, planned the units and built them in the shop. It was a successful venture for all concerned, with an independent approach.

We are now in the process of paneling the food handling room. It has been very successful and the students enjoy the work.

The students learn from this work-experience program and the school also benefits. We have many more projects going on at the present time, such as our lumber storage racks. This involved boys on their own, working at the old high school, and using the same materials here.

No boy has been in trouble as a result of his outside-the-class-room work, and I think this speaks well of the boys and the program. --George Duhamel

ELECTRICITY AND ELECTRONICS

The new basic Electricity and Electronics course at Brockton High School represents a substantial innovation in the teaching of these subjects at the high school level.

Students are introduced to electronics by using a radically new approach, this being directly related to industrial occupations. The student designs his own circuit and makes a schematic drawing of it in the drafting

room. After this layout is approved by the instructor, the student is next issued sufficient parts and equipment to build and test his breadborad circuit. The circuit is then soldered in place and tested, and any necessary design changes are made.

Circuit theory in this particular course also goes far beyond the simple Ohms law background found in most high school courses, which makes it an invaluable aid to the college-bound, as well as the technically oriented student. This new and more realistic approach to teaching the electrical subjects, as opposed to the older "kit" type of course, has resulted in an unusually high enrollment in this course (almost 500 students this year).

The demands of students who are presently enrolled in basic electricity and electronics for more advanced courses in this area clearly indicates that the students' interest has been of a high degree. This high interest factor has resulted in the preliminary planning of a three-year curriculum with a four-year curriculum a distinct possibility.

As a result of the quality of the course material, students with three or four years of electronics in the Occupational Education Department of Brockton High School will be graduating with an electrical background as advanced as that of many two-year schools in this field. Certainly this gives our students a strong competitive edge over those graduating from other schools. --Earl Chase

BASIC ELECTRICITY AND ELECTRONICS

The word craftsman has but one meaning to those people who will employ our students. That is why this year has been strictly concerned with developing such people.

A craftsman must know, not guess, how his equipment and components will operate and how they function. To do this, we must instruct and describe each component part. This is being done by having the students spend one week in a trade science atmosphere. After this is completed, they see the components in the lab area and have the ability to work directly with that equipment.

Although we are limited, I have acquired a great supply of heavy printed circuit boards which are being utilized in the area of:

1. circuit construction
2. use of metering values of volts and amps
3. developing a sense of responsibility in the type of work to be done
4. testing materials which they will be utilizing
5. soldering

Each of the above listed items means nothing to a layman, but to a craftsman or an employer employing such a man, knowledge of them is an asset.

To find proper direction and to arouse enthusiasm within my students I have brought forth the theory of hydraulically producing a simple arm action. The bending of an arm in its proper sequence is a lift within itself.

The students first draw their concepts of the type of lever action needed. Then with a simple wooden model revise their original plans. Although the students are still working on this project, I am positive it will be completed.

Other thoughts submitted were the building of:

1. freon ear.
2. small batery-operated cart
3. soune - sonar
4. light measurement - measuring the speed of light.

The above are just a few innovative ideas that are now just in the preliminary stages. --Mr. Roderques

WOODWORKING I

This course will be structured to allow for advancement of woodworking knowledge for both the totally inexperienced students and for those who have already been exposed to some basic knowledge and skills. Previous knowledge would naturally help the student, but is not necessary.

Hand Tool Woodworking Processes - This course provides familiarity with hand tools, procedures, processes, and principles involved in individual project shaping, construction, and methods of joinery and finishes.

Machine Woodworking Processes - The course offers orientation in principles of operation, use of machinery, repairs, and sharpening, using expanded and additional techniques learned in hand tool woodworking. It is also individual-project-centered. Once the student has sufficiently undergone training in both hand and machine woodworking, it is the intention of the instructor to turn to industrial techniques such as:

1. Line Productions - (Scaled-down mass productions) of a single product, starting with a problem -- prototype (first of the product in its final form) jig construction, setting up product production lines within the shop, and actual production.

2. Unit Approach - An alternative to the line production would be to enter a narrower category of woodworking technology and then to explore this branch to a full extent. Topics could consist of such areas as lamination and other varied means of shaping cabinet work, earlier styles and techniques of early furniture, etc. --Mr. Willard

Brooklyn

Dr. Keith M. Wallace
Superintendent
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Brookridge Elementary School
4500 Ridge Road
Brooklyn, Ohio 44144
Mr. James Karikas, Principal

INNOVATIONS IN THE ELEMENTARY SCHOOL

After some consideration regarding first-grade pupils who are finding reading somewhat more difficult than the other children, we decided to try to give assistance in the reading lab one-half hour daily for six weeks.

The basic activities in the lab consisted of listening skills, following directions, left-to-right progression, and lengthening the attention span. The machines used to carry out this program were the Mark IV, language master, and tapes.

Two successful programs have been completed by Roadoan and Brookridge School pupils. The children's enthusiasm in all of our activities has been very rewarding.

The second-grade classes of Brookridge Elementary School have been teaching science by the team teaching approach.

Each teacher acts as a master teacher in the presentation of a science unit, giving each teacher an equal chance to take over. The other teachers assists and hold smaller group discussions regarding the materials presented.

The teachers involved in this program have used various means and individuals to assist them in the presentation of their programs. A great many experiments and demonstrations have been going on. The band instructor has also taken part in this by demonstrating sound activities of instruments.

The students themselves constructed various projects and displays and explained them before large groups.

TALKING SHOWCASE

Recently a sixth-grade class did a rather unique project in the front showcase at Brookridge Elementary School. The class members involved themselves with the "Talking Showcase," featuring Alfred Nobel and numerous Nobel Prize Winners. The students drew bust pictures of the winners to display in the showcase. Then the students taped information about these individuals, set up a tape recorder in the hallway in front of the showcase, and gave everyone in the building an opportunity to listen to the tape at his convenience. Many profited and enjoyed this rather unique project.

UNIT GROUP

Our superior readers work in an individualized program called the Unit Group. The program is one of enrichment and enjoyment. Everyone is permitted to select his own book from a center of interest called the unit. The units might be classics, biography, mythology, animal stories, mysteries, sports, etc. The students work independently on unit requirements which are planned by the pupils and teacher.

Once a week there is a sharing time in which the children delight in listening to creative book reviews, dramatics, lively discussions of literary values, author's style, word appreciations, and oral reading of selected passage.

Additional activities include going into other classrooms in the roles of book salesmen, the school newspaper, and writing and illustrating original stories in book form.

Brooklyn High School
9400 Biddulph Road
Brooklyn, Ohio 44144
Mr. Robert W. Jones, Principal

VOCATIONAL PROGRAM

Brooklyn High School has approximately 200 students enrolled in each grade. About 45 per cent of the graduates attend college. With this relatively small student base the following vocational courses are offered:

1.	Distributive Education	1 year
2.	Occupational Work Experience	2 years
3.	Occupational Work Adjustment	2 years
4.	Business Office Education	2 years
5.	Home Economics	4 years
6.	Diversified Cooperative Training	1 year
7.	Auto Mechanics	2 years
8.	Machine Trades	2 years
9.	Electronics	2 years
10.	Cosmetology	2 years

This program is unique not in the variety of offerings but in that such a variety is available with a limited student enrollment.

MEDIA

Brooklyn High Schooi recently combined the Instructional Materials Center and the Library into a single unit. This was done to facilitate use by students and faculty. The attempt was made to retain the best features of each operation. Now all types of materials are available at a single Media Center in addition to facilities for extensive production.

Catholic

Msgr. William N. Novicky
Superintendent
Telephone: 361-7100

Immaculate Conception School
37940 Euclid Avenue
Willoughby, Ohio 44094
Sr. Mary Lillian Kalina, OSU, Principal

Help Save Our Schizophrenic Teachers

Each year hundreds of teachers attending conventions, workshops, and lectures have heard speakers extol the excellence of such programs as individualized instruction, nongraded primary units, modular scheduling, small-group instruction, continuous progress programs, and a variety of other new methods of organizing for instruction. These teachers have left convention centers and exhibit halls with visions of carpeted classrooms, media centers, teacher aides, small-ability groupings, departmental organization, and happy students dancing in their heads only to arrive in a classroom which contains thrity desks, four walls, two blackboards, and boxes of dusty flashcards and old books. Schizophrenia is just around the corner, BUT - before confirming the diagnosis - let's take a good look at what can be done with these classrooms. If you have ever felt yourself among the ranks of the near-schizophrenic teacher who is torn between the reality of his own classroom and the great strides which have been made in the development of new educational methods and devices, read on to find out what one school decided to do about updating education on a shoelace budget in an old, but solid, building.

Our first goal was to create an ungraded primary unit with seven teachers, two hundred-eighty-eight students, seven rooms, and endless flights of steps in between. With the full encouragement of the admini-

stration, the teachers met four times during the summer months to discuss books and articles they had read and to study various time schedules, set up goals for our program, and encourage each other when we wondered if it would ever work.

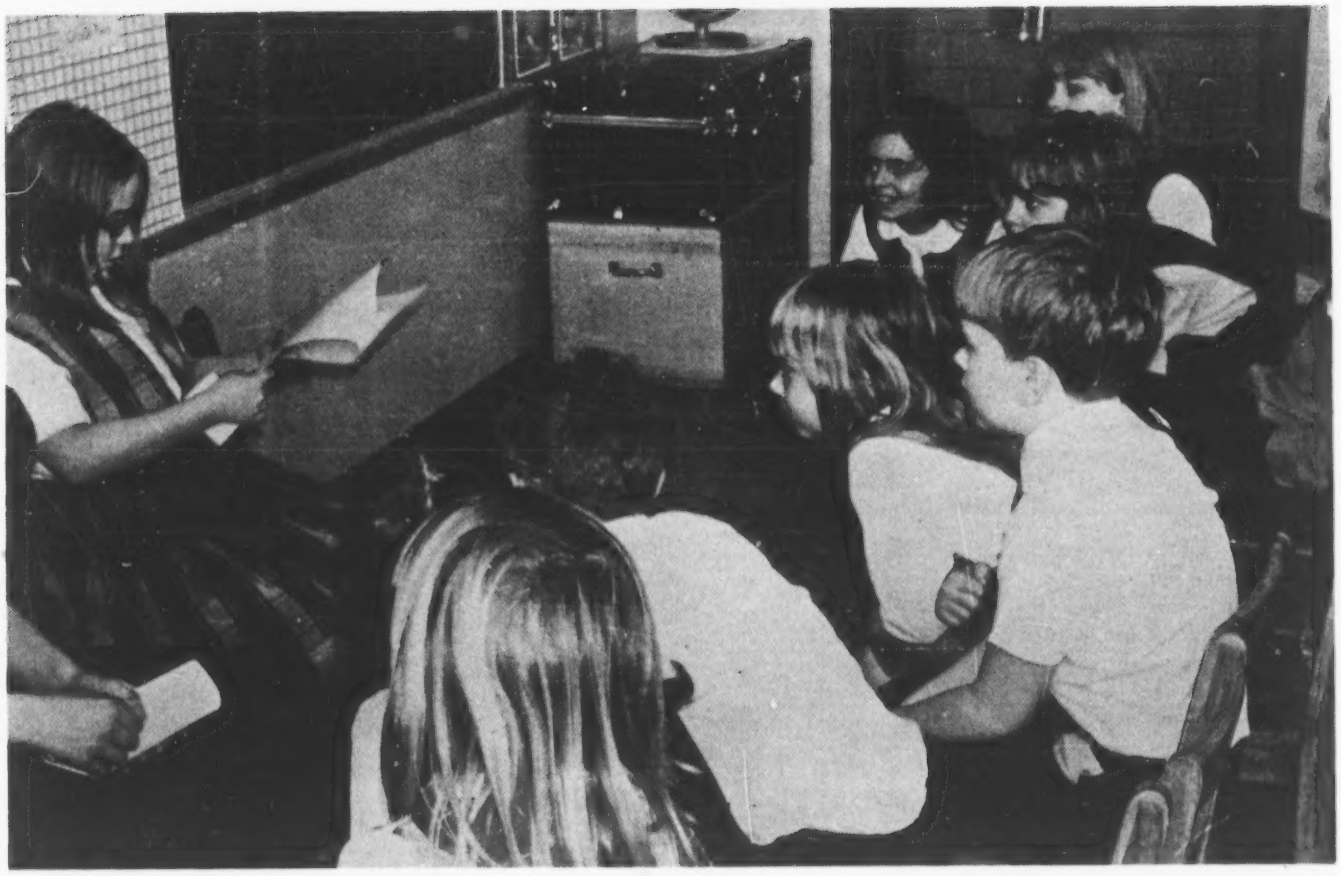
By the end of the summer we had seven homerooms which were assigned according to ability and past achievement but keeping with the designated levels of Primary I, II, III. We had seven teachers who would each teach one major subject: three would teach math in their levels, three would teach reading, and the seventh one would teach both to a selected group of first graders who showed a need for extended readiness in reading and math.

The morning schedule was divided into two large blocks: "A," which was one hour and fifteen minutes, and "B," which was one hour and thirty minutes. One block is devoted to reading and one to math, with the students changing classes at the end of each session. Amazingly enough, our first-second- and third-year students adapted more reallily to changing classrooms than we teachers did to changing our methods of teaching.

Seatwork is used only when it is a meaningful outgrowth of the lesson being taught, and games, flashcards, and learning devices are used in place of endless worksheets and class drill. In the afternoons, students remain in their homerooms for studies in art, music, writing, science, social studies, gym, and English, which are taught in a departmental arrangement.

Beware, again, of the schizophrenic mania! In implementing a program of this type, the teachers must first convince themselves that it is important that the students really learn how to read, how to add and subtract, how to write rather than boasting of how many readers they have finished or on what page they are working in math. Symptoms will appear from time to time and tempt the teachers to abandon the newer approach for the self-contained classroom where they could drill math with the children for hours on end or reinforce subjects with drill throughout the day. When these symptoms appear, when you feel that your class is not learning enough, sit down with the other teachers at your level and discuss these problems and doubts. The effect is more beneficial than a trip to the psychiatrist and your educational mania will quickly disappear.

Our friend, the schizophrenic teacher, may also be found in the intermediate and junior high school grades, but in a more advanced state. The explosion of knowledge has left many teachers bewildered by the tremendous amount of material that is found in subject areas of mathematics, science, social science, health, English, and reading. If the teacher prepares well for one specific area, others may suffer. The prescription for this malady is departmental teaching coupled with small-group instruc-



tion on the intermediate level. Departmental plans not only lighten the faculty member's preparation time, but they also allow for different classrooms to be set up as rooms for specific subjects. One classroom may be set up as the science lab, another as the social studies room, and the third as the math center. Equipment for a particular level can then be concentrated in that room and used to the best advantage of all the students.

Let us look at a class of thirty-nine fifth graders. (This is the class pictured in the article). The teachers have found that by grouping the children in various subjects, several distinct advantages have been gained. (1) In science, the slower students have been able to discover, with the brighter ones giving them a sense of accomplishment when they can tell the class what is going on under the microscope. (2) The brighter students have more time and opportunity for enrichment projects in social studies while the slower students get more drill and practive in skills where they are deficient. (3) The students have showed a willingness to spend time outside of class to work on projects that have been started in group work sessions.

How can these students be grouped? Sometimes they can be grouped with their friends or with those who have similar interests - here the stu-

dents would choose. At other times, the teacher may assign students to groups to get the mixture she desires in the group and to achieve specific objectives which she has in mind. Perhaps when the noise of desks moving, books occasionally falling, and students chatting while they work together starts to make you long for the times when desks were in straight rows and you were in command of everyone's attention it is time to look at the beautiful poster Group Four just produced on brotherhood, or listen to Jamie saying, "I never could see anything under my microscope before today," or or see a student who was not too well liked being told, "I never knew you could do that, let's get together after school and make some more of those maps." Save these memories for the days when your head feels like it's going to burst and your schizophrenic symptoms are threatening to reappear.

If you feel that you cannot implement these programs alone in your classroom, help is readily available. Teacher aides are an invaluable source of nonprofessional help in any school system. The teacher aide may be a mother, grandmother, or college student from the neighborhood near your school. The neighboring college might welcome the chance to arrange a program for its students who are studying Child Growth and Development to have practical observation of the principles they are learning. Such a program is functioning in the Lake County area of Cleveland with Lakeland Community College and the nearby schools. Students who are majoring in both nursing and education come to observe and to help out at the schools once or twice a week. These sessions have helped the students by giving them practical examples of the theories which they are studying in class and have proved a delightful aid to the teachers and the students.

The next time you attend a workshop, convention, or exhibit of new educational materials, look out for an attack of schizophrenia and acute depression. However, if you are alerted to the symptoms and have your guide for saving schizophrenic teachers handy, you will emerge with a refreshing new outlook on your classroom situation.

St. Gabriel School
7026 Button Road
Mentor, Ohio 44060
Sister M. Imelda, Principal

Our primary concern this year at St. Gabriel was the improvement of reading. One plan was to try an individualized reading program within the self-contained classroom. Mrs. Ann Powers, teacher of Grade 3, felt that her

students needed practice in the organization of materials as well as thoughts, practice in recognizing parts of sentences and sentence sequence, working independently.

After consideration and deliberation and meetings with parent volunteers, it was decided to initiate the program. Mrs. Powers met with four parent aides who were willing to give time for training and work in the program. These women familiarized themselves with materials, techniques, and with the children. Work sheets and evaluation sheets were constructed and books were collected. Launching date was set for the beginning of second semester. Place was the teachers' lounge. A library nook was set up in the corner of the hall with fireplace setting and chairs. Only the better reading group was chosen to be participants. The children were consulted and no one was forced to take part in the program.

Students selected their own books, from the public and school library, which had been chosen by the teacher to challenge the pupils. Four days a week the students met for a class session in basic reading skills. At other times they read on their own. One day a week for 45 minutes they met with parent aides in small groups to discuss reading of books, etc. Through individual conferences, work sheets, story-telling notebooks, dictionary skills and discussion, the teacher and parent aides were able to follow the students' growth.

Evaluation took place continuously to note growth and development of the following:

1. Ability to sustain interest on one piece of material for a long period of time.
2. Ability to organize thinking in order to recapitulate ideas of materials read.
3. Ability to apply skills of word attack in actual reading stituations.
4. An improved attitude toward reading and a broadening of interest.
5. Ability to verbalize about one's reading.
6. An increased stature in a group situation.
7. Development of the person through reading for personal experiences.
8. Facility in handling of dictionary and reference materials.

Parents, teachers, and children feel that it was successful and fun. An evaluation meeting was held at the end of a six-week period. Each of the above objectives was discussed. The parents and teachers found the experience rewarding, interesting, and challenging. Fears that the teacher had had at the beginning of the program - too unstructured, difficulty of evaluating individual reading, etc. -- were allayed as she observed a happy group of children going off with books under their arms to meet with

the aides and returning enthusiastically chattering about their program.

A definite improvement is noted in organization of work, creative writing, drawing, and story-telling; vocabulary growth is evident. They enjoy listening to, and sharing with, others their reading experiences.

We are planning on continuing this program in the third grade and extending it to the fourth grade. It is a gradual breakthrough toward non-gradedness in a traditionally structured school.

One section of our first grade is experimenting in the improvement of reading by incorporating "Reading 360" by Ginn with the Diocesan Basic Reading Program - Chiefly phonetic. The teacher, Mrs. Cindy McGovern, set up for herself the following goals:

1. To give the child a sound phonetic decoding system, an abundant sight vocabulary, and an opportunity to express and interpret his language.
2. To make use of instructional materials which are broad in scope and which provide for systematic and sequential development of all four aspects of reading -
    1. Decoding
    2. Understanding
    3. Critical Evaluation
    4. Incorporating the author's ideas into one's thinking and action.

In planning her program, Mrs. McGovern solicited help from mothers. Volunteer mothers served as aides throughout the program. The teacher met with the mothers for a period of training and then met regularly for briefing and checking on work being done. Phonic tapes listening posts, card reader, and filmstrips were used to aid in the first steps of word recognition, consonant sounds and short vowel sounds.

At the completion of the presentation of the short sound vowels, the preprimer of the "Basic Reading Series" was geun.

The controlled vocabulary of the Basic Reader was used to enforce the phonetic attack in decoding those words that are grasped by using context clues.

Upon completion of the presentation of the short vowels, the pre-primer of the "Basic Reader Series" was begun. After the stories using the controlled short vowel vocabulary were completed, the "Reading 360" was introduced. The Ginn series vocabulary consists of short and long vowels and many sight words. This series used graphemic bases in developing some of its vocabulary; thus, it tied in beautifully with our phonics program, which stresses ryming words. In addition, Ginn filled in sounding

out a word phonetically when children did not know a word - new solutions of decoding.

Two strong areas other than the strong sight word vocabulary were the creativity development in thinking and speaking and growth in language skills. Many activities in phonics, context clues, and instant recognition aided in the development of a large vocabulary. Activities seem to center on understanding, analyzing, reading, writing, listening, and speaking in the child's language.

The two series used together seemed to reenforce each other and definitely strengthened our reading program.

By the giving of achievement tests, observation in oral reading, and the attack on words we have noted:

1. That the children are better able to make the transition to the broad world of children's literature.
2. The children's discussions bring in a broader experience level on both an imaginative and realistic basis.
3. The children's application of language skills in creative writing is evident.
4. The children have withdraw library books on a higher level of reading and enjoy them.

Chardon

Mr. Walter S. Smith
Superintendent
Telephone: 729-7981

Hambden Elementary School
13871 Gar Highway
Chardon, Ohio 44024
Mrs. Marcia Boytar, Principal

SHARING PROGRAM

Because I like chorus directing and participation, I was involved in a sharing program with another teacher who had an interest in Art. We had a rather complicated schedule that provided activities in these fields and combined duties in a regular third-grade class. As far as formal training to teach music, I had none. This seemed a solution when no special teachers were hired during an austerity period in 1967-68. As an added attraction, the chorus was invited to participate in the Rose Shell Program sponsored by the Greater Cleveland Growth Council.

We were one of the few elementary groups to appear. The chorus also performed at the Bandstand in Chardon during the Christmas season.

With this background, school year 1970-71 dawned still without special teachers for music. With the cooperation of Anne Judd (fifth grade) we started a Hambden Chorus in September, and again appeared in the Rose Shell Program on December 4, 1970. Radio station WGAR taped and broadcast the program (at least twice).

On January 4, Hambden received a special teacher in music, and the chorus as such was disbanded. By then, the group had been told that they would appear in a Spring program. With some reorganization and the cooperation of the other fourth and fifth grade teachers, the Spring program will be in the form of a pageant depicting the History of Hambden and will be presented April 29, 1971 at Hambden. The chorus will not perform as a group, but will be included as part of each room's presentation. --Jeanette Grosvenor

Cuyahoga Heights

Dr. Allan R. Holland
Superintendent
Telephone 341-1313

Cuyahoga Heights Elementary School
4880 East 71st Street
Cleveland, Ohio 44125
Mr. David A. Lehtoma, Principal

The 1970-71 school year finds the Cuyahoga Heights Elementary School in the second year of a new program utilizing new and remodeled facilities. The organizational plan includes half-day classes for four-year olds and kindergarten; team teaching for four-year olds to fourth grade; multiaged grouping of all seven, eight-and nine-year olds; and semi-departmentalization of fifth and sixth grades. The multiaged grouping locates approximately 230 pupils in a large, open-spaced, carpeted, air-conditioned area under the instruction of three four-teacher teams. Each team includes one male teacher, has an administrative team leader, and works with all three age groups. A new library-materials center was included in the new addition, and a certificated librarian was employed.

Continuous progress grouping is employed in math and reading instruction from first through sixth grades, while heterogeneous, graded grouping continues in the more structured curriculum areas. The program includes special instruction in science, art, vocal and instrumental music, physical education, and library skills, as well as the services of a speech therapist, guidance counselor, psychologist, social worker, and teacher aides. An over-all pupil-teacher ratio of less than 20 to 1 is maintained.

Two years were spent in preparing our staff through in-service work and school visitations. Authorities in educational innovations were brought in to consult with us concerning our proposed changes, and to meet with the staff to help solve anticipated problems. Teams were selected and seven additional certified personnel were employed to reduce the teacher pupil ratio to 18-1. Two science rooms were constructed and two teachers

were employed to teach all science classes, first grade through sixth. A discovery program utilizing AAAS and McGraw-Hill materials was developed.

An elementary guidance program was added in 1970 under the direction of our guidance counselor. A supportive atmosphere has been created through the present organizational plan, a move to team teaching, and a conscientious effort on the part of the teaching staff to accept the individual child's total growth and development as the point from which they as teachers must begin.

Close parent-teacher relationships are fostered through scheduled conferences and a Parents Visitation Week, which encourages parents to witness firsthand the quality instruction, program, and services their children enjoy. The report card has been revised to reflect the continuous progress and developmental concept the program is founded upon. After a year and a half of operation, Cuyahoga Heights has made some long strides toward humanizing the school experience of its children.

Fairview Park

Dr. Frank W. Barr
Superintendent
Telephone: 331-550

Parkview Elementary School
21620 Mastick Road
Fairview Park, Ohio 44126
Mr. Jerome T. Bontempo, Principal

The sixth-grade teachers at Parkview—Natalie Lewis, Helen Russell, and Evan Wolcott—are working cooperatively to teach social studies, mathematics, and reading. The social studies is taught with a team approach. Students meet in large groups, small groups, or work independently. The children are grouped by achievement in mathematics. The groups are flexible, and students may move to a more advanced or slower group as the need arises. Reading groups are formed on the basis of needed skills. Each teacher may work with several groups at one time. Whenever possible, one teacher will specialize in a specific phase of the reading process, and work with all children at various times. Children are regrouped regularly on the basis of their need and ability.

Children with reading difficulties are being helped cooperatively by reading specialist Jan Snider and individual classroom teachers in Parkview and Coffinberry Schools. When a student is having a reading problem he is referred to Mrs. Snider for diagnosis. Recommendations are made to the teacher, and specific ideas, methods, and materials are supplied. In some cases, the reading specialist will meet with the child regularly, and both she and the teacher work cooperatively. In other situations, the child will confer with Mrs. Snider occasionally. Close contact is maintained by the classroom teacher and reading specialist. It is vital that the student's reading activities are coordinated.

Jan Snider also serves as a resource person. She provides ideas and materials for the classroom teacher, conducts building in-service workshops, and speaks to groups of parents. Her case load is kept small enough to provide time to communicate with staff members, which is especially important to the success of the program.

The keys to the success of the program are cooperative planning and flexibility in approach. The teachers meet after school and during three scheduled conference periods each week.

Coffinberry Elementary School
19020 Coffinberry Blvd.
Fairview Park, Ohio 44126
Mr. Paul Smith, Principal

STUDENT TEAM ACTION

Student-to-student tutoring has proved to be a smashing success at Coffinberry School. We call it Student Team Action. Using the entire fifth grade as private tutors, second-grade students are getting special help in instruction.

Twice a week, the fifth grader picks up "his student" and works for approximately thirty minutes on his prepared lesson. There are no discipline problems in this type of learning situation. A buzz of learning activity prevails as the tutors and tutees become engrossed in the day's plans.

The interaction between students is fascinating to the staff. Each and every student is able to contribute in a nonthreatening environment.

MOTHER AIDES BUILD LEARNING AIDS

On the last Friday of each month, mothers are invited to the school to construct learning aids that are requested by classroom teachers. Instructions and materials are all available as the mothers perform a valuable service, drinking coffee and enjoying each other's company as they work.

OPEN SCHEDULE

The teachers at Coffinberry have one day a month to "throw away the schedule" and "do their own thing." We do a lot of talking about giving pupils their freedom; why not give teachers a chance at some of that freedom? It is an opportunity for teachers to try various methods of teaching, put new ideas into practice, plus experiencing freedom for themselves. The children and teachers look forward to this day and many innovative methods have been made a successful part of the normal school day as a result.

Fairview Park High School
4507 West 213th Street
Fairview Park, Ohio 44126
Mr. Richard L. Farrell, Principal

In September, 1971, the mathematics department initiated a senior mathematics course for students who have terminated mathematics after Algebra I. The main objective of the course is to prepare students for everyday living in our mathematically-oriented society.

Topics range from working with slide rules and the computer to analyzing purchasing habits and sound financial budgeting. These topics are of short duration and testing is minimized. Evaluation of students is based on oral and written reports. Student involvement is a daily objective.

As part of the learning process, students are sent on one-day field trips to investigate topics ("loans to minors," "occupational pay and benefits," etc.). Guest speakers are brought in from the community. A most successful speaker was a recent graduate who is married and raising a family. His presentation of financial problems and budgeting was very well accepted by the class.

Joe Zillich is the instructor, as well as a coauthor of the initial curriculum materials. Presently Joe and the math chairman, Elmer Kress, are in the process of making revisions and improvements. The course is offered on a semeste basis and only to seniors.

TECHNICAL CHEMISTRY

This course is offered to sophomores, juniors and seniors. Rationale of the course is to provide the student with the opportunity to develop laboratory skills and confidence with the mathematics of chemistry. Emphasis is placed on the development of a feeling for the laboratory. Students who have discovered an interest in chemistry, or those students who wish to take a more theoretical approach to chemistry, may enroll in the Chem Study Course.

ATOMIC AGE SCIENCE

Atomic Age Science is a one-semester course offered to juniors and seniors who have not pursued the sequence of science courses offered in the curriculum, but who feel a need to be informed about science without the rigor of the mathematics. Study of the impact of atomic science on the students' future is stressed. Some laboratory experiments are conducted with radioisotopes.

SPACE AGE SCIENCE

Space Age Science is a one-semester course and is offered to juniors and seniors who wish to learn more about the applications of space technology to their future needs as members of a flight-oriented society. Theory of flight by conventional aircraft, as well as study of recent space accomplishments, is stressed.

Students of biology, physiology and astronomy have been visiting the elementary schools to act as teachers of subjects they have mastered and to assist the elementary teachers in presenting scientific concepts to the elementary children. Teams of volunteer students, aided by their respective science teachers, prepare lesson plans and materials for presentation. Feedback from the elementary schools on the effectiveness of this plan has been very positive.

For the last several years, students from the Spanish classes at the High School have been going into the elementary schools each spring with

a program for fifth graders, when they are studying about Latin America or in some cases for sixth graders who are studying about Spain. The purpose is to enrich the social studies units of the elementary pupils and to give the High School students an opportunity to share the cultural knowledge they have learned. Also, those who are interested in becoming elementary teachers or Spanish teachers have an opportunity to work in an elementary classroom.

The Spanish students usually wear costumes to add interest. They show projects they have done, tell about the Aztecs, Incas, bullfights, fiestas, schools, and customs of home and family life. They usually dramatize in Spanish a well known fairy tale that the students can easily follow, and Spanish students sing Spanish songs with guitar accompaniment.

After the general program is over, the pupils return to their classrooms and one student goes to each classroom to teach the children some numbers, greetings, and a simple song in Spanish. Each student receives a little sombrero of colored paper with his name in Spanish to wear during the day.

Greenville

Mr. Burl A. Glendening
Superintendent
Telephone: 616-754-3686

Cedar Crest Elementary School
South Cedar Street
Greenville, Michigan 48838
Mrs. Roberta Petersen, Principal

The corridors at Cedar Crest School have, between every two classrooms, a library table and chairs. These "minilibraries," as they are called, give children a "privileged" place to go and provide for the teacher an extension of the classroom. Seeing children working on a special project, a small group working on a unit for class, or students just interested in browsing among the many attractive books the librarian has selected to put in the book racks on these tables, makes the "minilibraries" popular places.

A Literature Appreciation assembly is held on alternate weeks at Cedar Crest. This assembly is available to all grades on an optional basis.

To open the program, the librarian presents the background to the film or filmstrip to be shown. She gives the students information about the author and illustrator, and tells other pertinent facts and encourages them to look for certain things in the film. It is possible to have new films and filmstrips for use through the assistance of the County Instructional Materials Center, which services several school districts. New audio-visual material considered for possible purchase by the Center is previewed and then shown at Cedar Crest in the Literature Appreciation assemblies. A report is then given to the director of the center as to the quality, student response, and appropriateness of the material.

These assemblies have many positive factors, including:

1. creating an atmosphere of viewing quality material in a large group
2. broadening the background for good literature
3. increasing awareness of the role of the illustrator in literature
4. making assemblies a valuable part of school life

Lutheran

Dr. Erwin F. Sagehorn
Superintendent
Telephone: 333-1125

Lutheran High School East
3565 Mayfield Road
Cleveland Heights, Ohio 44118
Mr. Jack Emerick, Principal

An independent study program has been introduced at Lutheran High School East whereby students may pursue an area of study that is not offered in the regular program of studies at the school. Students are pursuing such areas of study as microbiology, marine biology, philosophy, astronomy, and theology. The program is coordinated by Mr. Donald M. Luepke, the curriculum coordinator. Weekly logs are kept by the student so that, as he discusses the accomplishments with his advisor, there is a record of material covered, time spent on the project, and what the next steps will be on the topic.

In-Service Program: A number of "workshops" have been held with the faculty in the past and present school terms. Audiovisual workshops have been planned where the faculty members work at preparing aids to be used in their classrooms. Demonstrations of what can be done, the processes and procedures outlined, the teachers proceed to develop what is appropriate for their fields of instruction. Other sessions have been held, and the operation of the various equipment has been demonstrated. In this age of multimedia, it is necessary for the teacher to be kept current with techniques from technology.

Several key areas have been singled out for study with the faculty. Conceptual learning and testing have been a focus this year. Motivation of students to learn is a current thrust to which the faculty is addressing itself. A continual on-going concern is for the teaching-learning process. The teacher sees himself in operation with the videotape and evaluates himself in the light of the research of such men as Flanders and others. Attention is given to the role of the teacher and the student. The kinds of interaction are carefully studied. The types of questions are noted.

Lutheran High School West
3850 Linden Road
Rocky River, Ohio 44116
Mr. Luther H. Gutknecht, Principal

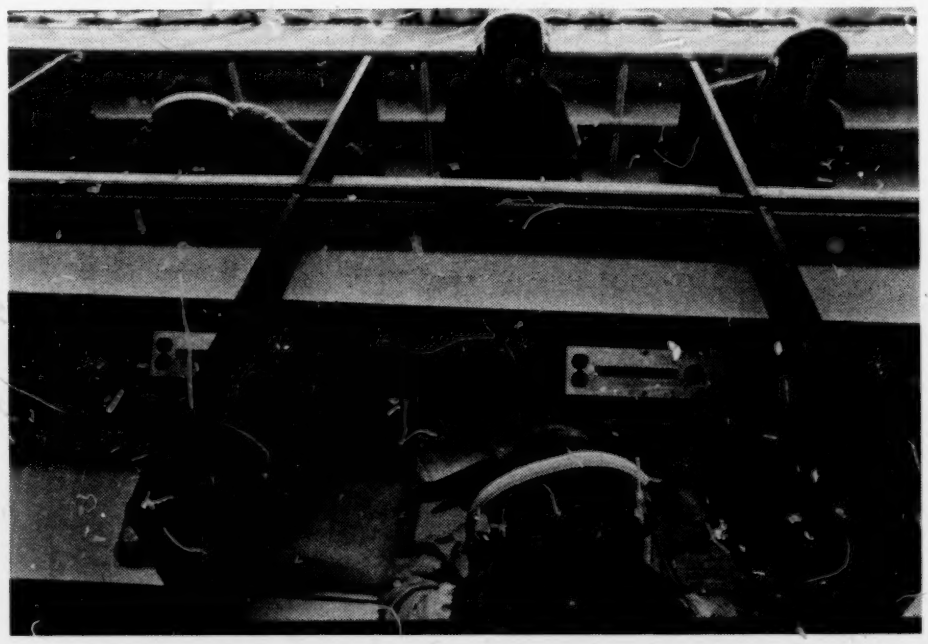
The instructional program at Lutheran West will undergo several radical changes with the opening of school in September, 1971. These changes are the result of a year-long faculty study of ways to improve the educational program at West.

Most of the changes stem from the adoption of a flexible modular scheduling system. The schedule is built on a five-day cycle, with 20 seventeen-minute modules replacing the seven fifty-three-minute periods in the former schedule. A computer will be used to generate data from student registration imput to aid in the construction of the five master schedules required. This data will include registration summaries and conflict matrices. The computer will also be used to perform the actual scheduling.

One of the major reasons for adopting this type of schedule is to provide for a considerable amount of unscheduled time in the student's daily schedule. Unscheduled time is defined as any time during which a student is not scheduled into a class. Students will be held responsible for the wise use of this unscheduled time. Several alternatives will be open to them. They may go to the Instructional Materials Center, currently under construction. The IMC will combine the facilities of the traditional library with facilities for providing students with access to information stored in nonprint form. Remote access audio equipment, a Media Preparation Lab, a Developmental Reading Lab, and several small conference rooms will be available to students as they independently pursue their areas of interest. In addition to the facilities in the IMC, students will have several other choices as to where to spend their unscheduled time. The Shop, Art Room, and Science Lab will be open much of the day to permit students to pursue projects in these areas. Minilibraries containing specialized reference books in mathematics and religion are housed in these classrooms and may also be utilized during unscheduled time. Rounding out the areas available during unscheduled time are a traditional study hall and a lounge area. It is hoped that by making unscheduled time available, students will assume personal responsibility for their learning and become better equipped to manage their time wisely after high school.

In addition to the IMC, a flexible classroom unit is being added to the building. The area, consisting of 3,200 square feet, can be used as

a large-group activity area or subdivided by movable walls into four standard-size classrooms. Large-group, small-group instruction will be initiated in United States History next school year, utilizing this new area. All students taking U.S. History will meet twice a week in a large group for lectures, films, and other activities suited to this format. Two faculty members will team teach these large group sessions. These students will also meet several times each week in small groups for discussion, group project work, simulation games, or other small-group activity. Since these small groups will be grouped homogeneously, the instructors will be able better to meet individual differences in the small group sessions. To accomplish this they plan to make use of parallel materials at various levels of difficulty. If this experiment proves successful, it will be expanded to other courses in ensuing years.



Muskegon

Dr. William L. Austin
Superintendent
Telephone: 616-722-1602

Muskegon High School
80 West Southern Avenue
Muskegon, Michigan 49441
Mr. Murel G. Burdick, Principal

This 1970-71 school year, Muskegon High School has introduced new curriculum materials and new ways for students to choose electives. A year's study of American History is a subject required of every junior while Soc Bloc, an introduction to the social sciences, is required of every senior.

Teachers wanted some way of making the subjects more meaningful and exciting to the students; they wanted students to have a chance to participate in the choice of what they studied. The teachers introduced a plan which offered elements of change, yet retained enough stability to operate within a rather rigid, traditional schedule. The plans for both required courses are being developed in this way:

AMERICAN HISTORY

First six weeks: Introduction to period from 1400-1865.

Second six weeks: An elective which examines an area of interest more closely. Students and teachers nominate these areas and choices are made by students balloting. The x's indicate the final selections most in demand.

x Revolution
Important Documents

Revolutionary Black American Heroes
Westward Expansion and Sectionalism
x American Indians
x Early Families
The Fine Arts
x Cultural History
African History
Slavery and Abolition
x Lives of the Presidents

Third six weeks: Introduction of period from 1865-1920.

Fourth six weeks:
x The Wild and Wooly West
x Men and Machines
x The War to End All Wars
Rise of Organized Labor
Black History, II
Morality, Progressivism, and Reform
Immigration and Racism
Manifest Destiny
x Fine Arts
Cultural History
Presidents
The Struggle for Human Rights
x The Development of Muskegon
The Life of the Nouveau Rich

We are now entering the fifth six weeks' period, which will include an introduction to 1920-1970. About the third week through, students and teachers will again draw up a list of electives for study in depth. Choices will be made for the final group of electives.

SOC BLOC

In Senior Soc Bloc, the first six weeks' period included an introduction to psychology, anthropology, and sociology. Electives nominated by students and teachers for the second six weeks were:

x Anthropology
x Environmental Studies

x Psychology
x Population Problems
x Minorities

In the third six weeks' period, students were introduced to American political science. Electives they chose from the nominations in the fourth six weeks' period are again marked with x's.

American Foreign Policy
x Civil Rights
x Cops and Robbers
x Extremism in the U.S.A.
x Political Parties, Pressure Groups, and Propaganda Techniques
x State and Local Government

We are now entering the fifth six weeks' period, an introduction to economic problems, and this will again be followed with electives chosen by the students.

Students are retained in their originally scheduled hours all school year, which places limitations on what electives they may have. They were promised at least one first choice during the year, and in the final balloting each six weeks, each student indicates his first, second, and third choice. At least one of the six weeks' periods brings the student his first choice.

Teachers have had to have two preparations of the new electives each six weeks' period. This has been an adjustment from traditional patterns, not only in what is offered, but in a change from a single text to a multiple book and media approach. Our teachers plan more changes, perhaps more electives within the six weeks' time periods. Both teachers and students will evaluate the programs at the end of the school year to determine changes for next year's programs.

Angell Elementary School
571 Apple Avenue
Muskegon, Michigan
Mr. Robert Page, Principal

The team teaching method is being tried with forty-eight first graders in Angell Elementary School under the supervision of Mrs. Barbara Hemeren and Mrs. Patricia Overly.

They have combined what normally would have been two classes. By doing so they are able to have five reading groups and three mathematics groups, ranging from very low to high. They are alternating two groups between the language arts and writing programs. For the first four months, twenty-eight children worked with the Alpha program, while the other twenty worked in Ginn 360. Now all consonants are being reviewed with the entire group using the Alpha 1 program.

The teachers feel they have more time to work with the children at their own levels, and that there is greater personal contact because of smaller teacher-student ratio. Also, children who are absent or have regressive periods are not lost, but are caught in another group, thus enabling them to move ahead more easily. Advanced children can move ahead faster, while the slower can still succeed at their level without feeling frustration or failure.

Although the children are divided into groups for subject matter, they are still given the feeling of unity because they are together for the opening exercises, milk time, game time, and for singing. They are given an opportunity to help in taking charge of these activities.

The over-all program gives the child a feeling of success in his own group, better concentration, a feeling of confidence, and greater stimulation because of the presence of more children. They also seem to be progressing faster under this plan, especially in reading.

The teachers feel there is more work and responsibility in preparation for a group of this size, but feel the advantages outweigh the disadvantages.

Mayfield

Dr. Raymond J. Gerson
Acting Superintendent
Telephone: 442-2200

Mayfield Center School
6625 Wilson Mills Road
Cleveland, Ohio 44124
Mr. John W. Moore, Principal

School year 1970-71 marks the third year of Mayfield Center's open-space program called LIFT.

In an open-space classroom, seven teachers work cooperatively with 175 fourth and fifth graders. Greater use has been made of individualized instruction, teaching tapes, and joint planning and execution of learning experiences. Modifications have also been made in the reporting process.

Lander Elementary School
1714 Lander Road
Cleveland, Ohio 44124
Mr. William C. Hild, Principal

The use of tape recorders in the instructional program has gained wide and rapid acceptance by the staff at Lander School. Teachers are using the tape recorder and headsets in teaching reading, spelling, language arts, and music. Most teachers are doing their own recording of materials so they can present the most meaningful material to their students. This also provides the proper pacing for the students. The staff has used hundreds of tapes thus far in this program. We currently have about ten tape recorders available for staff use.

As an outgrowth of this, five teachers have arranged a workshop on the use of cassette tapes, which will be presented March 17.

Gates Mills Elementary School
Colvin Road
Gates Mills, Ohio 44040
Mrs. Anna Mae Gressle, Principal

FLEXIBILITY

There is a Friday afternoon special, where second and third graders are mixed by choice or kept together in a team teaching situation to enjoy such interests as making paper, creative movement, puppet making, seed pictures, and many other extra curricular activities.

Hawken School has given Craig Saint Amour, a senior there, permission to spend a month at Gates Mills School working on his senior project - Elementary Education. Craig will have three primary pupils under his tutelage. Under the direction of the teachers, he will assist in teaching reading. He will keep records and case histories on all his pupils. He will also assist teachers in his field of special interest and talents - soccer, art, and science. Programs will be under the direction of Mr. Richard Wheeler, advisor at Hawken, and Mrs. Gressle.

Fifth-grade pupils are now assigned first-grade pupils, whom they help in reading and math.

Reading Enrichment -- During the noon hour, the class is divided into four groups, reading for pleasure The Incredible Journey, Across Five Aprils, and The Good Master.

Creative Writing - Fourth and fifth graders take part in "The Study of a Newspaper," using the New York Times, every other Friday.

Picture and Music Ladies - This is a volunteer program by talented mothers and community members - enrichment in music and art.

Conservation and Ecology - Lessons are given in grades one, three, and five - going into the tenth year - by a volunteer mother who is expert in the field. This program includes field trips, geology trips, the study of the book, The Web of Life, hikes, litter collections and bulb planting.

The Outdoor Planting - Plans are available for this program, which awaits only the first warm day -- activities to include sketching, reading for pleasure, tutoring, horticulture, geology, ecology, fold dancing, dramatizations, and many more.

Mayfield Road Elementary School
6295 Mayfield Road
Cleveland, Ohio 44124
Mr. Robert J. Huntley, Principal

Students by law in the State of Ohio are required to go to school when they are six years old. Most children are ready to begin the formal program of education, but some are not, for many reasons. These students were identified in kindergarten through testing and teacher observation. With the help of federal funds, a program is provided to create a classroom situation which can be flexible to meet the needs of these children. Small numbers of students, a teacher's aid, and additional materials have been provided. Additional diagnostic testing and prescribed learning tasks provide the maximum learning opportunities.

The Project G.O.O.D. teachers' manuals are available to all teachers in Grades K through 5. Grades 3, 4, and 5 hold room councils at least once a month to discuss problems and projects for their class and the school. The chairmen of the room council then meet with the principal once a month as a student council member.

Some students need some individual attention to master a particular skill. Parents are being used to help these students. Some families speak no English in their homes. This puts the children at a disadvantage. Discovering this particular situation, the teachers asked for help. A group of mothers were brought together, and they were given directions on how to develop communication in English with these students for a six-week period. One mother each day would work with a few students, and she would leave a note for the next mother as to what was done. Together they provided many hours of needed individual attention. Also, other mothers have helped reenforce reading vocabulary and comprehension. Twenty mothers have been used.

Fifth-grade students have given up their recess time to read to students who have needed help. This is done in one side of the room, while the teacher works with the other students. This is mainly to increase the vocabulary of the students in the lower grades.

Some boys find it difficult to make decisions which are acceptable to other students and teachers. A small group of these boys, plus older, more mature boys, a male teacher, and a school psychologist meet together to discuss and develop improved choices of behavior.

Oakville Elementary School
5875 Oakville Road
Cleveland, Ohio 44124
Mr. Robert T. Keller, Principal

Fourteen children were selected from last year's kindergarten to be in a special first grade. Children were selected on the basis of the Metropolitan Reading Readiness Test and on the teacher's evaluation. These students were seen as potential reading problems.

All types of learning disabilities are represented by the fourteen children in our Title I Program. Some of the children have perceptual problems, some are immature, others are below average in intellectual abilities. Still others have emotional problems. In September, our program consisted of gross motor activities, left-right training, training the child to orient himself in space, to become aware of his body parts. As we moved further into the school year, we introduced manuscript writing, reading readiness activities, and number concepts.

All fourteen of the children are reading now. There are days when we progress more rapidly than others. Mrs. Brown has been a very capable aide and without her assistance our progress would have been hindered.

The philosophy we have used with our children has been one that sees personal worth in each individual. We feel it is our duty to help each child progress to his fullest each day. We have tried to instill in each of our children a desire to learn and to be proud of himslef as he sees himself grow. We have had our highs and lows this year, but I feel our progress has been good.

PARENT VOLUNTEER READING TUTOR PROGRAM

Ten mothers have volunteered one or two hours a week to work with children having reading difficulties. We have nine pupils who are seen daily for a period of twenty minutes to work on vocabulary and reading comprehension skills.

Teaching techniques and procedures to be used were demonstrated by Mr. Tom Allison to the mothers involved. All mothers were present for this orientation meeting.

PROCEDURES:

1. Students are to report to room 203 at their appointed times.
2. Students are to have with them the reading assignment for the day.

3. Procedures were outlined by Mr. Allison as follows:
   a. The child should read the material silently first.
   b. The child should read the material orally to the tutor.
   c. The tutor should write down any words that are mispronounced and after the section is read go back to the word and try to sound it out.
   d. If the word can not be sounded out, the tutor should define the word for the pupil and use it in several examples.
   e. The tutor should make word cards of the difficult words and review them with the student.
   f. The tutor should ask questions about the story to see if the child has understood what he has read.
4. The tutor should keep students' record books up to date.
5. If the tutor is unable to meet assigned students, please make arrangements with another tutor who is assigned to the same group number to substitute.
6. This program will run for an eight-week period, beginning the week of March 22 and ending the week of May 17. (This does not include the week of Spring Vacation.)

Mayfield Junior High School
1123 SOM Center Road
Cleveland, Ohio 44124
Mr. C.R. Homansky, Assistant Principal

Following are brief descriptions of some of the innovations being utilized at the Middle School:

Living Arts Program - This is a combined program of seventh-grade boys and girls in the areas of Home and Industrial Arts. During the semester program which meets daily, boys and girls together encounter drawing and design, industrial arts and crafts laboratory experiences, and career exploration. In addition, all boys are provided approximately five weeks of cooking experience in the foods laboratory, while all girls develop a sewing project in the clothing laboratory. A team of four teachers conducts the program in large-group instruction or in four separate laboratory facilities. Field trips are arranged to facilitate the career exploration.

ISCS Program - The laboratory-activity-centered self-pacing program developed at Florida State University entitled Intermediate Science Curriculum Study is in full operation at grade seven. The nature of the curriculum at this level is primarily physical science. Students do readings, set up

experiments, and work progressively with the equipment until they are ready to take a self-test on the chapter's work. If successful, the student takes the chapter test to determine whether to go on to the next chapter. For highly motivated students, excursions (in-depth enrichment activities) are included in the program. If students experience difficulties, remedial activities are provided or else students return to the part of the chapter where their difficulties occurred. The role of the teacher in this program is one of guidance, offering suggestions, raising questions, and evaluating student progress.

Activities Program - In 1970-71, the Mayfield Middle School launched a new Activities Program in an attempt to meet better the needs of of our boys and girls. In carrying out this program, one period is set aside every two weeks to enable each student to attend and participate with interest and enthusiasm in a planned activity of his choice. Each activity has at least one teacher sponsor.

Approximately 92 activities were offered to our students. Presently students are participating in such activities as Animals, Astronomy, Baby sitting, Beadwork and Candlemaking, Chef's Club, Chess, Claywork, Coins, Crocheting, Modern Dance, Drama, Educational Games, Electronics, Flower Art, Golf, Hairstyling and Beauty Culture, H.O. Club, Horse Enthusiasts, Knitting, Photography, Rocket Club, Sewing, Slot Car, Stamps, Weightlifting, and many others.

Money to purchase materials for this program was received from our students' efforts during a magazine drive.

Our faculty has accepted this program with interest and enthusiasm. We have been extremely pleased with the cooperation of all of the staff in helping to get a program of this kind started in a school with a student enrollment of nearly 1400.

It is our sincere hope that out of this program students will develop diversified interests which they may pursue more fully in later years.

Thematic Approach to Literature/Understanding Yourself Unit - Although utilizing a thematic approach in studying literature could hardly be described as innovative, we feel the nature of the unit of study entitled "Understanding Yourself" deserves mention. This unit is a three-year suquential study, including emphasis on the student's environment and his school adjustment at grade six, increased emphasis on self-understanding and family relationships at grade seven, and "yourself and others in terms of values" at grade eight. Student response toward the unit has been enthusiastic. The unit serves many functions, including providing

correlation between the guidance and orientation programs at the Middle School and the curriculum.

Sixth-Grade Program - The sixth grade is organized in a combination of ways. Each sixth-grade, home-base teacher is assigned to teach reading to that group. These individual teachers are then grouped into teams of two (or three) teachers to teach the four areas of math, science, English, and social studies. Therefore, a sixth-grade student would have a maximum of two teachers for the above-mentioned five subjects in what is referred to as the academic block-of-time. For physical education, art, general music, band, choir, and health, the sixth-grade student travels to specialists in each of these areas. In addition, a guidance counselor meets with each class once a week. This program represents an increase of curricular offering beyond the traditional sixth-grade elementary schedule.

The exploratory experiences objective of the middle school general education philosophy are begun to be met in the student's first year at the middle school.

Grouping and Audiovisual Utilization in Individualizing Instruction -- In an effort to increase language skills at grade six, two teachers have developed a system of grouping students for individualizing instruction. Extensive audiovisual equipment utilization helps to make this possible. While one group uses headsets to view an ETV program (Wordsmith-WVIZ), a second group uses a tape recorder to take spelling tests or practice their work, and a small third group can be worked with individually by the teacher or sent to the library for research or individual projects. This variety of visual and auditory experiences contributes toward greater student interest and achievement.

TV-Videotaping and Playback as Evaluation Procedure - The television camera and the videotape recorder have become very important pieces of audiovisual equipment as tools for the evaluation of classroom and other special activities. A brief list of the many uses of this equipment includes:

1. Physical education - for tumbling and gymnastics analysis of performance
2. Social studies - student debates, skits, plays and reports play-back
3. French - evaluation of student conversation projects
4. Music - playback of concerts and class performances.

The immediate (and repeated) playback makes evaluation of these activities a more thorough and meaningful experience for both teacher and students.

Mayfield High School
6116 Wilson Mills Road
Cleveland, Ohio 44143
Mr. H.J. Freas, Assistant Principal

For some time it has been apparent that guidance services operating from 8 to 3:30 did not serve the needs of many students and parents. Many families have both parents working and could not have appointments during regular hours. In addition, it was discovered that some students with problems preferred not to go to the guidance office at times when other students were there.

These problems prompted Mayfield High School to open the guidance office on Tuesday evenings from 7 to 9, thus making it possible to schedule both parents for a conference. An unforeseen benefit occurred from guidance being available on Tuesday night since the student canteen is open that evening. Students in the building for the canteen frequently drop by the guidance office for informal talks that often lead to further guidance activity. Occasionally, students with serious problems prefer to schedule night appointments rather than during the daytime hours when the guidance suite is filled with other students. If the counselor does not have a full schedule, he has the opportunity to mingle with students at the canteen and improve the student-counselor relationship. Assignment to the evening counseling hours is on a rotation basis so that each counselor has the opportunity to become involved in the program.

The Mayfield City Schools in cooperation with Beachwood, Orange, and Richmond Heights schools, have formed Ohio's first comprehensive cooperative vocational jointure. This unique sharing arrangement enables the students from each school to choose from ten vocational offereings - one at Orange, two at Beachwood, one at Richmond Heights, five at Mayfield, and one at a commercial beauty school. Although this arrangement requires some bussing of students to the various schools, the problems have been minimal, and relations between the staff and students of these schools have been excellent.

A proposed bond issue by the Mayfield schools would provide their share of the funds needed for a 1.2 million dollar vocational addition at Mayfield. The new wing would provide enough space to increase the total offerings to 13 vocational courses. The cost of construction would be shared on a per capita basis by the four school districts along with matching funds from the State of Ohio. Ultimately, by 1974 the four schools, through the cooperative jointure, hope to offer a total of twenty vocational programs to their students.

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A number of new courses were added to the academic program recently. Many of these were the direct result of student concern and involvement in curriculum development.

By student request, a course in Accounting III was added in 1970. This college-level course, using challenging materials, began with a class of eight and has tripled in size for next year. The structure of the course incorporates a considerable amount of independent study time. The apparent success of the students in this program has ensured its continuation in the business education curriculum.

In foreign language, we added a course in German III for 1971-72 and in the following year we will offer German IV. At this time, then, we will be able to offer a four-year sequence in all language programs and a six-year sequence for some students in French.

In English, we added a semester course in drama to the curriculum. Two sections a year enable about 60 students to take the course. The tremendous popularity of the class is in part due to the recognition accorded the music and drama departments for outstanding productions of plays and musicals. Out of this has grown a thespian group of more than 300, and thus the need for a more formal program in dramatics.

Several minitype courses were added in 1970-71 because of high student interest and involvement.

It was apparent that the great interest manifested by young people in the nation's ecological problems should be channeled into a study of this highly relevant topic. Accordingly, a team was assembled of staff members from science, art, and social studies to deal with the scientific, the esthetic, and the socio-political aspects of the problem. At this point, students become heavily involved in developing curriculum, materials, and activities to be used in the study. Students contacted speakers, arranged field trips, class schedules, and activities. Although scheduling problems have limited the first class to about 25, increased enrollment is anticipated for next year.

Student interest also was responsible for the addition of a course in the Slovenian language and culture to the curriculum. It was not possible to secure a teacher during the school day, so the course was offered in the evening. About 15 students attended the first session, which was limited to high school-age boys and girls. Considerable interest was generated among adults, and a second session was given for them with about 25 students enrolled in the class.

Mayfield's program in Special Education or Work-Study, as it is sometimes called, promises a practical and effective program for the educable mentally retarded. The EMR students are generally considered to be those whose IQ rating is between 50 and 80.

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In the program are 22 students who are under the guidance of one classroom teacher and one work-study coordinator.

The philosophy is addressed to the following:

1. To provide learning experiences for students in relation to their ability
2. To enable each student to progress at his own level academically, physically, socially, and vocationally
3. To develop the good working habits required for any job
4. To become aware of personnel strengths and weaknesses
5. To gain as many practical experiences as possible
6. To develop a sense of dignity and worth as a productive citizen

The following basic curriculum is used to implement the stated goals: Work experience has been incorporated into the curriculum at the high school level. It has created a meaningful and purposeful educational program for EMR students. It provides them with a practical, realistic experience which effectively prepares them to become productive citizens. All of the courses are interrelated. For example, in English, vocabulary usage and spelling are based on the new words introduced in other subject areas.

Language Arts (English)

The language arts program focuses on the kinds of language usage required in an adult world. The major portion of the student's English time is spent in helping him make efficient use of whatever skills he brings with him from previous classes--applying them to interpersonal relations, personal safety, social and occupational situations, and economic demands.

Arithmetic

This is the study of the fundamental processes or arithmetic. Money management, budgeting, consumer education, credit, installment buying, insurance, and banking are general examples of arithmetic applications. Some specific examples of arithmetic application are buying groceries, clothes, appliances, cars, comparing prices, mailing letters, savings bonds, laundry bills, checking sales slips, and wage deductions. Actual materials such as bank checks and deposit slips are used as much as possible.

Social Studies and Occupational Information

The purpose of social studies is to round out the preparation for, and assist the student in his transition to, adult community living. Emphasis is given to the development of habits and attitudes that encourage objective self-appraisal, contributing family membership, responsible citizenship and efficient work patterns--with opportunities for the pupil to demonstrate the degree to which he can meet these goals. The course relates to occupational orientation as well as providing background to partly meet the needs for graduation. It includes a study of our duties as a citizen in the community, state, and nation. Ohio history, United States history, and Government are taught at a level commensurate with the pupil's ability and rate of learning.

Science and Health

The importance of physical and mental health is a primary consideration in the science program--with emphasis now on family and citizenship as well as personal and safety responsibilities. General Science is taught in relation to job orientation, use and choice of detergents, stain removal, choice of paint and varnishes for specific uses, friction, and the care and maintenance of an automobile.

Whenever feasible, observation and experimentation are the best approaches, but supplementary book information can be helpful.

Physical and Social Development

This stresses big muscle development and coordination. The primary objective is physical fitness for the world of work. The secondary objective is an understanding of athletic and recreational activities in which either adults participate directly or as spectators. A third area of concern is providing for various types of work situations such as sorting, filling, assembling, and the use of peg boards. These enable us to evaluate the strong and weak points of each of the students.

An interschool physical and social development program has been arranged with area high schools. Bowling, ice skating, roller skating, swimming, and golf are some of the activities which help in the development of socially-accepted leisure-time activities. It also provides an opportunity for the practical application of academic skills. Social skills, such as personal introductions, studied in English class, take on more meaning as students

from eight high schools meet on a Friday morning for bowling from 9:00 a.m. to 11:00 a.m. An activity involving many schools is held once every six weeks.

Nonacademic Classes

Students possessing interest and aptitude in special areas may participate in typing, art, home economics, metal shop, chorus, and the regular physical education classes.

Senior Seminar

This is a two-hour night class for all full-time working seniors. It is on a weekly basis during the first semester. The frequency with which this class meets diminishes during the second semester, helping the senior to have a smooth transition from school to work in the adult world.

Money Management

This is woven into many of the courses with specific credit earned toward graduation. A student must plan or budget the spending of every pay check with the coordinator.

The work-study aspect of special education begins in the ninth and tenth grades as the student spends two hours a day from 11:00 to 1:00 in some assigned task within the school. In the eleventh grade, the student works from 11 a.m. on. In Grade 12, the student works full-time under the coordinator's supervision and meets with the class in the senior seminar during a week night.

To facilitate a flow of information between the staff and parents, a series of evening meetings has been scheduled which provides for parent-teacher discussion of the program and deeper insights into the problems of dealing with the EMR child.

Several additional social activities were scheduled this year. An EMR bowling tournament has been arranged which will include students from four counties. A local alley donated the use of 32 lanes for two hours, and other businessmen provided trophies and prizes.

Recently the Mayfield EMR students went on a week-end camping trip accompanied by two teachers, two school psychologiests, and a teacher-consultant.

Students were totally involved in every phase of the planning, including setting up menus, purchasing food, mapping travel routes, establishing

schedules, and cooking meals. The concensus among students and staff was that it was great fun but also a very effective learning and diagnostic experience.

Niles

Mr. Richard B. Warren
Superintendent
Telephone: 616-683-0731

Howard Elementary School
2788 Mannix Street
Niles, Michigan 49120
Mr. Frank V. Nowak, Principal

HOWARD MULTILEVEL PROGRAM

Nongradedness is a philosophy of education which makes possible the adjusting of teaching and administrative procedures to meet differing social, mental, and physical capacities among children. It uses organizational plans which eliminate grade labels, promotes flexible grouping and continuous progress, and permits utilization of individualized instruction.

We believe these goals are paramount:

> Since children differ in their rates of growth and development, they should be able to develop at their own rates of learning.
>
> Children should be taught at the level at which they are achieving, regardless of age or length of time that has been spent in school.
>
> Children should be able to make continuous progress without omitting or repeating any part of the school program.
>
> A feeling of success in the school is necessary for a child to maintain a wholesome attitude toward his entire school life.

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Our program attempts to develop a school where individuals can meet success frequently. It tries to adjust the school to the individual and not the individual to the school.

The curriculum has been broken down into small segments so that success can be felt often. Team teaching was put into effect so that the knowledge and skills of more than one person could focus on a youngster. As growth occurs, pupils are grouped and regrouped and reassigned and promoted any day of the week. Students are given rapid progress reports and rewards immediately for attaining goals they set for themselves.

SUCCESS is the name of our game. Discipline problems are fewer this year; attendance has improved; parents report 10 to 1 that their youngsters' attitudes have improved; teachers report that they have never worked harder and enjoyed themselves more. How one feels is important.

TEAM TEACHING WITH SPECIAL EDUCATION

Our philosophy is:

To provide all children with the best possible education they are able to attain

To help all children feel important and integrated in the environment about them

To help all children become aware that some children with learning handicaps are not different socially, physically, and emotionally

WHAT HAS BEEN DONE AND HOW?

Children from regular classrooms go into special education classroom for group classes.

The label has been taken off the special education room and the room is used as a satelite to the team room.

The regular classroom teachers and special education teach weork as a team in all areas.

All children work on a level at which, and with a group with whom they can succeed.

PRELIMINARY EVALUATION

Social behavior problems have been completely eliminated.

Special Education children have done as well as, or better than, many of the children in the regular classroom.

Participation in activity-type classes has been must successful.

The stigma of Special Education, specifically such unkind names as "retard," has been eliminated.

Teachers are so pleased with the progress of this program that they heartily and strongly endorse its continuance.

There is no reluctance by the regular class children to include the Special Education children in group work and activities.

Eastside Elementary School
315 North 14th Street
Niles, Michigan 49120
Miss Hester Scott, Principal

LANGUAGE ARTS PROGRAM

The underlying philosophy of our language arts program in the la ele-mentary grades is based on the continuation of a unified program be gun in the i.t.a. portion, in which reading, language, and spelling skills are taught simultaneously.

It was felt that after our children had finished the transition program, they were able to read more widely and more independently than those in the traditional program and so should not be put in a regular basic reader. For some structure in independent reading, such general categories as biography, folklore, science (nonfiction), science (fiction), mystery etc., were chosen. Then each child followed his own interest, being guided so that he did not spend all of his time in one category.

In these different categories of independent reading, after the class has explored and sampled each one as a group, each child has an individual conference with the teacher concerning the book he has read. These conferences enable the teacher not only to evaluate the child's strengths and weaknesses, but also to become better acquainted with his attitudes and interests.

When reading skills are found to be lacking, small groups or individuals are given this instruction, using such materials as Readers' Digest Skill Builders, S.R.A. Reading Laboratories, Barnell Loft materials, etc. Frequently an enrichment reader or even a basal text is used in which one story or one section is used so that the instructor can emphasize a certain reading skill such as finding the main idea, finding details, etc., following specific directions in the teacher's manual for that particular book.

In the lower elementary grades, creativity in writing is constantly encouraged. This is continued into the later elementary grades, with another facet added—proof reading with partners. At the same time, we are paying much more attention to and placing more emphasis upon functional writing in which punctuation, capitalization, paragraphing, etc. are constantly being reinforced and retaught if necessary.

A part of each language arts period is spent in teaching language skills, both oral and written, with an introduction to the different kinds of writing, such as narratives, descriptions, and expositions. In this area we begin to teach such study skills as outlining and note taking.

At the fifth-grade level, we have several units on literature, in which the whole class participates. The units which we study in considerable depth include choral speaking, newspapers, belonging, imagery, mythology, and illustrators. These can be studied in any order that the teacher and her class decide.

Spelling and handwriting are individualized according to the child's capabilities. We use the Lippincott spelling series, placing each child in the book that is a challenge but not a frustration. Children work in pairs and small groups with spelling tests. The only criteria for handwriting is acceptable formation of letters and legibility.

We are trying several methods of evaluation. At the end of each unit in language skills, the instructor fills out a prepared "feed back" sheet, which is sent to the Council. This evaluation gives the teacher an opportunity to be very critical of the program, with emphasis on what phases worked in the classroom and what did not. Teacher-made tests are used to check reading skills, language skills, and spelling difficulties. The reading conferences with individual children give teachers greater opportunity to know these children better. The Stanford tests will be given in May to pinpoint some of our strengths and weaknesses.

As this is our first year in the integrated language arts program at this grade level, teachers are apt to feel insecure if for no other reason than that all the materials and resources are not at their finger tips. However, many of them are collecting, duplicating, and listing sources that will make the next year easier. All of them are amazed at the man-

ner in which these youngsters can work independently, write without feeling that they are being pressured, and at the extent of their real love for reading.

Westside Elementary School
111 Spruce Street
Niles, Michigan 49120
Mrs. Mary Padbury, Principal

A BETTER INSIGHT INTO SIXTH-GRADE MATHEMATICS

This mathematics group was set up for sixth graders who had not mastered the fundamentals of the math program. Realizing that in-depth study would be needed to make up this deficiency, the class was set up for this purpuse.

Concepts and facts are being learned by means other than a page-by-page text covering and boresome drill. A cake auction was held to culminate a unit on money, banking, and decimals. Games are being used in class patterned after the Hollywood Squares of T.V. fame, and competitive bees are being carried on with those sixth graders having a better understanding of math.

At this point, much good learning is evident, the youngsters look forward to each day's class, and independence, as well as confidence, are evident as one observes this group in action.

READING TAUGHT BY DEVELOPING A SCHOOL PAPER

Our slow reading group at fourth-grade level had no motivation in reading. Added to this, reading skills were sadly lacking in a group of fifteen children who had serious emotional problems. The teacher was determined that these youngsters must start to form a positive image of themselves through some successful learning experiences.

Beginning with a visit to our local newspaper, followed by a class visit from one of its reporters, the class was on its way. The students became reporters, editors, and feature writers. Each month Cedar Lane and Westside Schools are gleaned of all news. These articles are complemented by original stories, poems, advertisements, and jokes.

Since the inception of the paper, we find all types of good learning have evolved from it. Much change has been observed in the social attitudes of the children. No longer are they a constant drain on the teacher's patience. Self-discipline and self-guidance are becoming a way of life for them. Along with the behavorial change, academic areas have improved in spelling, reading, handwriting, proof reading, and creative writing. They are saying by their actions "We are here to learn and you know what? We are!"

Cedar Lane Elementary School
2301 Buchanan Road
Niles, Michigan 49120
Mrs. Mary Padbury, Principal

LEARNING ART FROM A PARENT

Our elementary curriculum does not provide for an art consultant or teacher. One of our parents, who hopes to become an elementary art teacher, came in an "applied" for the position in the second grade.

He teaches each class an hour each week in two sessions. They are being exposed to various art media and art techniques.

We are happy to report at this time that much progress is being made. Our second-grade "art neophytes" await eagerly each week's new experiences.

Niles High School
1441 Eagle Street
Niles, Michigan 49120
Mr. Dan Stevens, Principal

HIGH SCHOOL TUTORING PROGRAM

Purpose:

1. Provide an opportunity for high school students to assist elementary teachers in working with individual students and small groups

2. Provide assistance for elementary teachers in special areas

3. Prove an opportunity for a youngster to relate with someone other than an adult in a classroom setting

Organization:

Students report each day of the week except Friday at approximately 2:00 p.m. to their assigned buildings. This allows them about a two-hour period of time to work with the teacher and students. The entire group meets together on Friday at the high school to discuss activities, problems, positive and negative outcomes, future plans, etc.

The program has been in operation only about three weeks. To sit in on the Friday meeting is really an educational thrill. Their insight into student behavior and needs, their enthusiasm, the exhibited maturity, their willingness to share ideas, etc. could provide a lesson for many of us.

Oak Manor Elementary School
Tyler Street
Niles, Michigan 49120
Mr. Warren Anthony, Principal

INTERDISCIPLINARY TEAM APPROACH TO LEARNING DIFFICULTIES

1. ALL CHILDREN DESERVE THE BEST EDUCATION POSSIBLE. When a child has a learning problem that interferes with his learning, diagnosis and remedial action should be taken as soon as possible. Remedial action, depending on diagnosis, may take the form of special education, remedial work, or special materials.

2. Children can be helped by providing classroom teachers with immediate reinforcement through techniques of interview, special services, building committees, interdisciplinary team, or referral.

   Problem areas are identified through referral by the teacher, followed by a teacher-principal interview. A special consultant may be in-

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volved at this time: i.e. reading or math consultant, social worker, crisis teacher, teacher aide, or diagnostician.

Further action might be taken by a building committee consisting of the principal, classroom teacher, previous teacher/s, social worker, and one experienced teacher. If further action is necessitated, the interdisciplinary team may be called for a staffing. This team may include any of the following:

School Social Worker
Department of Social Services
Psychologist
Juvenile Court
Appropriate Therapists
School Nurse
Diagnostician
Community Coordinator
Director of Special Education
Coordinator of New and Student Teachers
Academic Coordinators
Crisis Teacher

3. This approach, at this time, seems to be of value in getting services much faster for the child and classroom teacher. It opens avenues of communications that previously had been cluttered with red tape. This should provide a better understanding between building staff and outside personnel.

Ring Lardner Junior High School
801 North 17th Street
Niles, Michigan 49120
Mr. James Bennett, Principal

Our nine-week unit program is the foundation for all our curriculum. All courses are built on nine-week modules. The nine-week unit program enables a student to select and explore areas of interest and need without spending an entire year.

Special units are offered at levels which can individualize the curriculum for students. Students who have excelled in an area have an opportunity to further develop this interest.

NEW CURRICULUM OFFERINGS:

Pollution-Ecology

A study of all aspects of pollution as viewed by the ecologist. The future trend in this area, what can and must be done. A sampling of the area is made to determine pollution.

Endangered Wildlife - Conservation Preservation

The study of our endangered wildlife as well as the conservation and other practices to assure its existence.

Cells, Tissue, Disease

A study of cells, tissues, and their importance to disease. The emphasis is placed on the effects of disease and disease organisms.

Field Study - Special Projects

Emphasis is placed upon field trips and special conservation practices, such as building bird houses, land conservation, planting windbreaks and other active projects.

Music Theory

Basic fundamentals of Music Theory, with emphasis on composing and arranging as soon as possible. Includes history, literature, form, etc. Some background in music is required.

Ceramics

Study of hand-building of clay pots and clay sculpture.

Basic Drawing

To see objects and their relationship to other objects, and the execution of these skills, with shading, line, and texture.

Cartooning

Consisting of cartooning, shading of sketches, still-life sketches, collages, portraits, etc.

Color and Design

Study of color, spectrum, hues, shades, and intensity. Basic design, rhythm, variety, repetition, value, and texture.

Perspective

Study of roads, tracks (railroad), buildings, blocks, cubes, cylinders, and their relation to negative and positive space.

Freehand Sketching

Basic course of freehand sketching involving basic principles of freehand sketching, lettering, multiview sketching, pictorial sketches, and shading.

Plays and Poetry

Reading (not performing) plays. (Not designed for public performance.) Interpreting and enjoying poetry.

Widening Horizons Through Reading

Study of a variety of materials aimed at widening the individual's interest in various types of books: biography, history, fiction, modern classics, books with Michigan background, etc.

Family Life

Reading and writing centered around the family theme.

Mass Media

Study of newspapers, magazines, films, and TV and how they affect our lives today.

Machines and People

Revolution in Machines; Growth of Transportation—Steamboat, Railroad, Auto, Airplane; Industralization and Urbanization; Immigrants; Big Business; Today's City Crisis.

Westward Horizons

The First Frontiers, Louisiana Purchase; Backwoods Men and Pioneers; Expansion to the Pacific; The Last Frontier - God Rush, Cattlemen, Settlers; American Indians - His Way of Life, His Wars, His Banishment; Overseas Possessions.

Earth Materials (Rocks and Minerals)

The study of the classification of rocks by descriptive and genetic methods. Mineralogy will be studied as the make-up of rocks, and the crystalography will be presented. The study of the processes in the rock cycle will be considered in some detail.

Astronomy

A study of the solar system, stars, galaxies, and the universe, and consideration of theories of their origin and evolution.

Time on Earth

Correlating the geologic time scale of the earth with processes that have changed the shape of the land will be presented for understanding. Life forms presently on the earth will be comparatively studied with fossil life forms.

Plant Life

The study of the different forms of plant life, including cellular structure, to be applied to an understanding of how plant form and cellular structure allows adaptability to specific environmental conditions.

Improving Personal Appearance

Grooming, choosing correct clothes, and other interesting subjects generated by the class.

Unit for Boys

Foods (Planning and cooking brunches, etc.), manners, etc.

Adventures in Foods

Basic nutrition, correct measuring, reading and following recipes, table setting, and manners. Use of kitchen equipment, planning and cooking brunches and lunches. Incorporating convenience foods in cooking. Safety factors in the kitchen. Proper kitchen clean-up.

Exploring Teen Tastes in Decorating

How to make your room more attractive. Arrangement of furniture in your room and care of room. Simple, inexpensive room accessories (making one).

Model Building

Learn to build from kits and models.

Mechanisms

Repair of appliances, bikes, and other small and simple mechanisms.

Electricity

Simple circuits, transformers, electric motors, AC and DC currents.

Small Engines

Study of 2- and 4-cycle engines. Learn parts and mechanism. Learn basic repair procedures.

Plastics

Learn to work with modern types of building materials.

Vocal Music

Sections - Drill in different voice parts for choir and chorus member.

Opera Workshop - Fundamentals of opera as a drama. Production of sample opera to be attempted. Must pass audition.

Drama - Basic fundamentals of stage productions. Includes staging, lighting, costumes, and acting.

Piano Class - Basic fundamentals of piano playing. Must read music.

Voice Class - Fundamentals of vocal production. Recital participation required.

Basic Painting

Mixing, selection of paints, application of brush on painted objects, design, placement of objects (using tempera mainly).

Advanced Painting

Water color, oil application, design and color-use.

Independent Study

Student goal - centered period. Would hope to work with many new mediums.

Crafts

Paper mache, mosiacs (glass, bean, etc.), wire sculpture, weaving, paper design, and wood sculpture.

Writing for Fun and Profit

Learning some techniques of short story writing and how to write newspaper articles.

Great Books

Read and discuss various classics, i.e. Great Expectations, Romeo

and Juliet, The Odyssey. (others will be assigned for outside reading).

Drama

Study techniques of acting, production, scenery, and producing at least two one-act plays.

History and Development of the English Language

How our language came into being, how it has changed, and how it incorporates words from other languages.

A Comparision of Greek and Roman culture with modern culture and its effect on our language.

Julius Caesar

Study of Roman history and culture.

Sociology - Human Behavior

Group interaction, customs, and cultures.

Contemporary Issues

Major events and personages from post WW II to the present, and a look into the future.

Immigrants and Minority Groups

America's melting pot. Contributions and problems of all minority groups in the U.S.A.

Level 4

Geometry (one-year course)

Foods & Nutrition (A two-unit course)

Meal management, nutritional requirements, fads and fallacies, family meal planning and cooking, personal care and nutrition, and convenience foods.

Clothing Selection and Care

Consumer buying of clothes, wardrobe planning, art principles in relationship to clothing, personal care of clothes, and social aspects of clothing.

Caring For and Enjoying Young Children

Understanding anc care, helping the child in his play, guiding the child's behavior, sound health practices, safety.

Houseplanning

This course consists of drawing small house plans, topography lay-out, styles of houses, and using tolerances concerning construction.

Electronics

Circuitry, resistors, transistors, diodes, tubes, power sources, and kit building.

Ballard Junior High School
1601 Chicago Road
Niles, Michigan 49120
Mr. Elmer F. Peterman, Principal

INDEPENDENT STUDY PROGRAMS

Team Teaching - English 9

This is a year-long course. It includes large-group instruction and small-group instruction. The largest group is 85 students. There are three teachers on the team. They have a separate office and common planning period. In addition, we have had many student teachers in this program. The program is tailor-made for our freshmen. It includes a unit in design principles, motion picture review, logic, writing, drama, short story, and others. This program has been in existence for four years and is quite successful.

Team Teaching - English 8

This is a full-year's course. It includes large- and small-group instruction. The largest group is 87 students. There are three teachers on the team. They have a separate office and common planning period. The program is new this year. It has included a unit in literature and spelling (word derivation), and a review of basic principles of writing. The program has been more successful than we had anticipated.

Team Teaching - Occupational Arts - Seventh and Eighth Grades

These courses are required of all students and are a semester in length. There are four teachers and a half-time occupational counselor in each team. The large groups have between 60 and 70 students. They use small-group instruction most of the time. The groups form companies and produce products. They are involved in

all aspects of company operations. Students select areas of interest, including: sales, management, design, production, and office. This program is four years old. It has been quite successful, despite staff turnover. Its basic function is to familiarize our students with the world of work. Field trips and community resource people are widely used.

Guidance - Ninth graders - Boys

This course was established for potential dropouts. It is an attempt to interest students in self-improvement. Success is the key to the program. The class is made up of four to six boys who have problems in school. (Lack of interest, poor self-image, tardiness, etc.) A slide presentation for orienting sixth graders into junior high is the main project. Students take slides of various school activities. They compose narratives for the program. All students that participated last year completed the ninth grade and are now in the senior high school.

Plan Science - Ninth graders - Boys and Girls

The program provides a science course for the nonachiever and potential dropout. The class is limited to 20 students. The course emphasis is on horticulture. Various experiments are used by all the students. The students assist in the care of the school solariums. The program is successful to a large degree. Students are interested and are working in science. New materials are needed in some areas.

Electricity and Plastics

This semester-length course is divided equally into nine weeks of electricity and nine weeks of plastics. The electricity course consists of a study of how electricity is generated, transmitted, and used by the customer. Electricity in the home is studied in depth. The use of series and parallel circuits in household wiring is studied from a practical position. Here the student has actual experiences in hooking up circuits and simple wiring projects. Motors and generators are also a part of this course.

The plastics class studies the commercial use of plastics and the different types used. The students learn how to form and work with acrylics to make usable projects.

I feel that the nine-week length is a good period of time for both of these areas of study and for students of this age group.

Interest was good in both classes. Students seem to enjoy exploring these areas.

Field trips (Nuclear Center at Bridgman and Foret Plastics) were excellent in both cases.

Twenty students working in these classes in available space seems to be a maximum number.

I was well-pleased with the quantity and quality of the plastics projects, but would like to do more next year with projects in electricity.

Environmental Science

This course was set up by the Science Department, Ballard Junior High School, designed especially for ninth-grade boys interested in outdoor sports such as hunting, fishing, and trapping, and deficient in reading and writing skills. This course teaches skills in these areas, basic biology, and conservation, while keeping the boys occupied and interested. Films, outside speakers, and field work around Ballard further the students' interest and knowledge. I think the course has been very successful in its original intent—to keep potential dropouts interested and out of trouble, while teaching some basic content that can become very worthwhile for them now and later in their lives.

Student Bank

Purpose: To provide a convenient source of money for students and to develop an understanding of banking procedures and operations. The bank is student-operated and directed. Shares of stock are sold in the ninth grade social science classes. Students are elected to the board of directors by the shareholders. Interest rates are set by the board of directors. All stock is cashed in at the end of the school year. The amount paid is determined by the profit or loss of the bank. The bank has served its purposes well.

North Olmsted

Dr. Robert A. Van Auken
Superintendent
Telephone: 777-7700

Birch Elementary School
24100 Plam Drive
North Olmsted, Ohio 44070
Mrs. Laurie Landreth, Principal

Birch Elementary School is an open-area or pod school with an organizational pattern of nongrading and team teaching designed to promote the philosophy and continuous progress for each child. The work of volunteer teacher aids and pupil-to-pupil tutoring is being utilized to help conduct this educational program.

Maple Elementary School
24101 Maple Ridge Road
North Olmsted, Ohio 44070
Mrs. Betty LeGreid, Principal

Grade 1 - Mrs. Gomulka and Miss Welsh are doing cooperative teaching in the large double room.

Mrs. Kinde and Mrs. Senczka are also working together, but it is more difficult because of average size classrooms.

All five first grades are exchanging classes for reading and math. The groups are based on ability and are flexible.

We have about forty children in the Motor Perception program. We have twenty mothers volunteering for one hour a week.

One teacher at each grade level (2-3-4-5) is participating in a Pilot Spelling program using "Words and Patterns."

Miss Muesegaes is doing work with Miss Lucille McCraith in math through E.R.C.

Grades 3-4-5 are using the Open Highways Series as a pilot program for slower children in reading.

All grades (1-5) are grouped by ability for reading and math.

We are using a series of new textbooks in Science and Health. Each teacher selected topics. Classes are exchanged each nine weeks. By the end of the year, all teachers have taught all pupils and pupils have been taught all subjects.

Spruce Elementary School
28590 Windsor Drive
North Olmsted, Ohio 44070
Mrs. Jean H. Bartoo, Principal

INDIVIDUALIZED INSTRUCTIONAL PROGRAMS

Many methods and techniques have been developed for the individualization of instruction by the staff of Spruce Elementary School in North Olmsted. Most of these have not involved any additional expense; indeed, they may even ultimately result in savings through a more efficient use of materials and teacher time. All of them utilize the basic curriculum materials adopted by the North Olmsted Board of Education, with some additional supplementary materials.

PERSONALIZED SPELLING

A diagnostic test is administered to a child who enters the program (usually when he begins to read second-grade reading materials). The diagnostic test is evaluated by the Language Arts teacher, who prescribes the level at which the child should begin the program.

Individual pupil spelling lists are available for each child, or they may be copied from the hardbound text. Each list is considered to be one week's work for the average student. The child may study these words

in a variety of ways; using the exercises in the text, working with a friend, having parents help, etc. The tests for each of the five lists in a series may be completed in one of several ways:

a. have parent dictate and score them
b. have another student dictate and score them
c. have teacher aide dictate and score them
d. memorize list and dictate it to self

The score (number right) and the date of the successful achievement of the test is recorded on the Pupil Spelling Record form. The child is responsible for reporting the result to the Language Arts teacher, who records the result on her copy of the pupil's record. The average student should proceed through the program at the rate of one list per week, with one week for review.

Review tests have been developed and recorded by teachers and aides on cassette tapes. When a child feels ready to take a review test, he goes to the library-learning center and checks out a tape and a test paper. He uses a tape player in the library. When he finishes the test, he returns tape and test paper to the librarian or aide, who checks the paper and returns it to the child's Language Arts teacher. The teacher confers with the child to evaluate the results and to prescribe the next step.

Successful achievement of the review test is accomplished with a behavioral objective of 85 percent. If results are less than this, the child must spend more time in review. The teacher is responsible for guidance and direction in helping the child to achieve his goal. A second review test is attempted by the child after teacher-directed study. The behavioral objective for the second review test may be altered (raised or lowered) at the discretion of the teacher and based on the needs of the individual child. Teachers may suggest that a child do exercises, using the hardbound text or a soft-bound workbook may be obtained for any child who appears to need closer guidance.

If an individual accomplishes all of the lists in the series, which encompasses second- through eighth-grade material, he is free to engage in other activities. At midyear, twenty-five of the fifty-four sixth graders are working in the seventh-grade spelling workbook required by the junior high school, and several of them have already completed the eighth-grade program. At least ten fifth-grade children have also completed sixth-grade material and are working in the seventh-grade workbook. Children seem to be tremendously motivated to achieve academically when they may establish their own paces. In this program the child who is not self-motivated or who has difficulty learning is provided with teacher guidance.

INDIVIDUALIZED LANGUAGE SKILLS

If you have ever been grateful when someone in a strange town gave directions to an elusive destination for the second time for your benefit, or if you have ever endured the length repetition of something you had heard before—perhaps many times—you will readily understand the philosophy of the Language Skills Program at Spruce School.

Language is power. The person who has language skill can express his concerns, raise questions, share his joys and sorrows, sell his idea in a lucid way. But more than that, he holds the aesthetic power to share his soul and to appreciate and understand the pouring out of others.

The staff at Spruce School has devised a series of Language Clinics to lead students through a continuum of language power from wherever they may be to their most creative potentials. The major premise is that not all students can move as directly or swiftly as others, that sometimes detours or repetitions are needed. It also allows those who are able to move quickly to realize their highest expressive ability.

A traditional program of language skills normally cycles in a repetitive pattern through the grades. The intent in the Spruce program is to recycle only those children who need such repetition and to help children maintain and refine attained skills through a continuous program of creative writing and evaluation. Each skills assessed by comprehensive testing, as well as by evaluation of more than one sample of creative writing. Evaluation determines placement in four major categories of the continuum from:

Basic Instruction required
to
Improvement needed
to
Review needed
to
Maintenance and Refinement of the skill

Teachers share in the responsibility of introducing a particular language clinic to the entire group—testing—teaching to those who need it—testing—teaching—on and on in a pattern until every student has reached the point of maintenance and refinement. The clinic teacher has the responsibility for continuing the group until all have achieved success. The group may start out as a very large one, but will diminish in size as children attain the objective. Each child succeeds, since instruction is continually changed and adapted to the needs of the individuals in the group.

Separate language groups are continually in process with different teachers instructing various skills. Some children may only need to go

to one or two each week. Others will need to attend several. Instruction is based on need.

It is interesting to note that children seem to respond to the clinic approach with more attentiveness. They know that when they have achieved, they will be freed to carry out other interests, or to attend interest groups in creative writing.

Teachers respond will, too! They have some choice in selecting the skills they like to teach.

INDIVIDUALIZED HANDWRITING INSTRUCTION

The program of instruction in Handwriting at the Upper Elementary level (4,5,6) at Spruce School is based on the premise that the skill of Handwriting is highly personalized, reflecting the character and personality of the individual as well as the mastery of mechanical techniques.

The entire instructional program is in the hands of an "expert" teacher who diagnoses the needs of all the children at this level, prescribes necessary instruction and practice, and helps children to evaluate the results of their efforts in a cycle of continuous diagnosis, prescription, and evaluation.

Instruction in the skills (legibility, letter form, slant, size, alignment, spacing and neatness) is provided at times in large-group lessons for all of the children, with overhead projectuals. As needs are diagnosed, small-group clinics are presented during Questime for children who need to practice a particular skill. Children who may not be scheduled to attend these clinics may (and do) choose to attend.

Other teachers on the team, while not responsible for the basic instruction in handwriting, are continually on the alert for signs of individual improvement or need for help. Any teacher may schedule a child to attend a clinic. Children who have complex writing problems are provided with individual instruction and guidance, using a writing workbook. A system of self-evaluation and record of progress helps each child to attain a basic individual style of writing with legibility as the major goal for this vital communications tool.

A CONTINUOUS PROGRESS PROGRAM OF INDIVIDUALLY-GUIDED MATHEMATICS INSTRUCTION

The Greater Cleveland Mathematics Program lends itself well to individually guided mathematics instruction. The softbound GCMP pupil booklets,

which are printed in sets of four per grade level (Grades 3-6), are used at Spruce School for this purpose.

The six teachers at the intermediate level (4,5,6) share the responsibility for individualized mathematics instruction for approximately 180 children in the following way:

Grade	3				4				5				6				7
Booklet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	Jr. High
Teacher	A				B				C				D				E F

Each teacher is responsible for, and becomes an expert in, one-sixth of the program. Materials and equipment are gathered and utilized for that particular portion of the program for which the teacher is responsible. Children pace themselves through the program with teacher guidance and direction. At the beginning of the school year, there are a greater number of children at the lower end of the continuum and fewer at the upper end. Therefore, teacher F assists teacher A until the teaching load is somewhat equalized. Volunteer aides and student teachers help wherever the need is the greatest. Teacher A is responsible for working with children who are still at the third-grade level. Teacher F is responsible for those who are beyond the elementary level and are working in Junior High Looping or Pre-Algebra Programs. Group sizes fluctuate significantly during the school year. Children progress from "expert" to "expert" as they achieve the required skills in each area.

A variety of supplemental materials is utilized to help children gain the necessary mathematics skills and to encourage interests in the aesthetic and recreational values of mathematics. Most children seem to acquire a keen motivation to progress without the extrinsic reward or punishment of grades. They are encouraged to work together in pairs and in small groups. They learn from each other. Sometimes a child will develop a self-established motivation to "keep up" with a buddy. If a child misses school, or misses a math class for any reason, he has not really "missed" any instruction.

Teachers work with children individually or in small groups. The child who has some difficulty with math is far more willing to admit his lack of understanding in a one-to-one relationship with the teacher or with a friend, aide, or student teacher than he would be in a traditional

one-to-thirty class setting. The teacher is able to diagnose, prescribe, and evaluate individual performance more accurately and more humanely in private conferences than in large group discussions.

QUESTIME

At Spruce School we believe that learning can be more exciting and more pleasant if the individual child has some share in deciding what, where, and how he will learn some things. Providing for the needs of each child is one of our primary goals. One of the ways we are attempting to do this is with a daily Questime for upper elementary children. The last hour and a half of each school day is devoted to this flexibly-scheduled time.

Purposes:
—To provide for individual needs and desires
—To help to develop personal responsibility for learning
—To help children learn to plan for the use of time
—To help children learn to use time wisely
—To utilize the strengths and minimize the weaknesses of teachers
—To provide time for special activities

Goal Posts: At the beginning of each Questime, each child decides on a goal for himself for that day. He records on his "Goal Post" form the date, a description of his goal, and where he plans to work on that goal. Teachers provide some guidance and assistance when necessary in the determination of some goals. At the end of Questime each day, each child evaluates his own progress in achieving his goal.

Scheduling: A large Hook and Loop board is used like a railroad time table. Each child has a card with his name on it—these are kept in an alphabetical file next to the board. There are also time, place, and event cards in the file. Cards are placed on the board by children and teachers at anytime of day before the Questime. Children check the schedule board before they fill out their Goal Post for the day. Children may request an individual conference with a teacher for help with school work or for guidance and counsel.

Activities:
- —Individual pupil-teacher conferences
- —Individual or group work in any academic subject
- —Special projects in Art, Science, Social Studies, Music, Physical Education, etc.
- —Dramatics
- —Language clinics
- —Handwriting practice sessions
- —Instrumental music sessions
- —Art of Personal Living classes
- —Primary tutoring
- —Library and research skills sessions
- —Special group meetings, i.e. Safety Patrol

Olmsted Falls

Dr. Donald K. Cobb
Superintendent
Telephone: 235-1200

Olmsted Falls High School
26939 Bagley Road
Olmsted Falls, Ohio 44138
Mr. Gordon Boddy, Principal

The library is available and the language lab is open every period. A pass is filled out if the language lab is used to indicate the amount of time spent there. Foreign language students are urged to spend at least thirty minutes a week in the language lab.

The computer is available about half the time for use by study hall people. If used by these people, it is generally used in the hallway outside the classroom. One to four pupils can use it at a time.

The science project area is open almost every period during the day. This is supervised both by teachers and dependable lab assistants. The addition of a pop machine has made this an appealing area for independent study.

Pupils are permitted to spend extra time in the industrial arts area to work on their projects. Many students, particularly girls, will sign up for extra periods of physical education. The music wing is open six periods a day. Many students are taking advantage of this and getting in extra practice time.

In the age of the computer, many attempts have been made to make some computers compute in the various disciplines of education. Many school districts have used online teletype time sharing computer programs. The cost of this type of program has been exorbitant, especially to small school districts under 3,500 pupils (according to costs per pupil use). Unless more than one terminal is available, few students can avail themselves of the opportunity to use the computer. Therefore, the teacher usually has the more able students work with the computer on the more difficult functions of mathematics, and the average or slower student is usually deprived of gaining experience in the use of the computer altogether.

Last year two of our staff members, Mr. Apple (head of Mathematics Department) and Mr. Lower, after examining various programs, attended classes on Desk-Top Computers at St. John's College. They became convinced that this computer program more suited our schools because:

1. the whole class could become involved in the use of the computer
2. no language is needed (none to be learned) and slower students can use the computer
3. costs were within a range which our district could afford
4. all high school and middle school departments could use the computer
5. the computer is portable and could be moved from class to class

Now at the end of the first semester of use, we have tried to make an assessment of the initial program. Interest in the computer by all math atudents (the more advanced Math V, Math IV, and Math III, and also the geometry and elementary algebra students in the middle school) has become a motivating factor.

When the computer was at the middle school, it was missed at the high school, as they began to realize how dependent they had become on the computer.

The computer is being used 79 percent of the time. The physics and chemistry classes are using the computer on various levels. Questions not formerly possible can now be asked in our math and science classes. Students study topics they would not ordinarily encounter under traditional conditions. Teachers in other subjects are showing interest and are now helping to develop programs for the use of the computer. At the present time, the cost per pupil of the computer has been very low and within our means.

Olmsted Falls Middle School
26184 Bagley Road
Olmsted Falls, Ohio 44138
Mr. William Hunger, Principal

The staff of the Olmsted Falls Middle School felt that within the normal curricular structure there was a need to provide students with an opportunity to engage in interest activities. According to William Hunger,

Principal, the value of such a program, it was felt, would provide youngsters an opportunity to develop multigrade friendships and enable them to discover talents and interests which foster infividual creativity.

In the fall of 1970, students and staff members were encouraged to recommend worthwhile activities. A total of twenty separate offerings were suggested. On a checklist, students were asked to indicate first, second, and third choices. In like manner staff members were asked to choose which activity they wished to sponsor. The following activities were among those offered:

Model Airplane	Drama	Knitting
Coin Club	Books and Poetry	Radio Electronics
Art Club	Model Cars	Woodworking
Table Games	Indoor Sports	Stamps
Chess Club	Square Dancing	Bit and Bridle (Horses)
Photography	Needlework	Wildlife Conservation

It is also of interest to note that interested parents and community residents have donated their time to assist teachers during the activity periods.

The program was scheduled during a forty-five minute activity session on alternate Fridays throughout the school year from October to May. Constant evaluation, resulting in program alterations and adjustments, has been a vital part of the activity program operation.

Being in the proximity of Metropolitan Park, our science teachers have availed themselves of this wonderful resource as outdoor laboratory for nature study. However, for years we have been looking for added opportunities in outdoor education.

As a result of our previous association with D.D. Rummel, former Superintendent of Olmsted Falls Schools, we were invited to participate in the Mohican School in the Out-of-Doors. Mr. Rummel is chairman of the board that directs the school. The school is located near Pleasant Hill Lake, adjoining Mohican State Forest, south of Mansfield. The school provides a program in a natural setting. The Outdoor School gives teachers and students a chance to move outdoors and study things first-hand. At this school students will study such things as water, soil, plants, weather, astronomy, rocks, and wildlife.

Sixty of our seventh-grade students will have opportunities to participate in this school as part of our pilot study in curriculum. They will spend a week at the school.

Meanwhile, the students who do not attend the outdoor school will participate the same week in a program based on the "Environmental

Crisis." Resources outside the school will be used. Private industry and governmental agencies will be asked to participate by providing speakers, films, filmstrips, lead discussion groups, and providing leadership in designing field trips of these various agencies and areas of their responsibilities. Parents will also be asked to participate.

We would hope that all the children will gain exciting, adventuresome experiences in our attempt to tackle this vital area of the curriculum in whether we will destroy or live in our world.

Falls Elementary School
26350 Bagley Road
Olmsted Falls, Ohio 44138
Mr. Gerald F. Neumann, Principal

The Individualized Instruction Center at Falls Elementary School was designed and implemented by Mr. Neumann, Falls principal, and Mrs. Betty Smith, P.T.A. chairman, teachers, and parent volunteers.

The center does not take the place of the classroom teacher or classroom activities. Rather it is a place where the child may receive individual assistance to reinforce his skills.

The first area covered by the center was that of increasing the child's ability in computational skills. P.T.A. volunteers assisted in making tapes, preparing and cataloging the filmstrips and records. All tapes and filmstrips are prepared to be used by the child without direction of the volunteers. The teacher indicates, from the resource center booklet, an area in which the student might work, and the volunteers assist the child in finding the material and preparing for its use.

The processes for computational skills are both visual and auditory. Each problem is reinforced for the child with the culmination of the problem and the correct answer for the child's self-evaluation.

Tapes are now being made for language arts. A list has been made of reading sight words that have been more difficult for the students. They will be able to use the list of words while listening to tapes designed for these words.

In the short time the center has been in use, it has been averaging thirty students a day. Students like the idea of working to reinforce their skills in private in a variety of ways. Their enthusiastic comments range from "smooth" to "great" and "cool."

Lenox Elementary School
26470 Bagley Road
Olmsted Falls, Ohio 44138
Miss Margaret Gallagher, Principal

We use our special physical education program to deal with the extreme behavioral problem children at Lenox school. The objectives are to do numerous activities with the boys that eventually will change their overall behavior patterns.

Some of the activities help improve the boys' eye-hand coordination. These activities will include the boys throwing bean bags up in the air and catching them. They are reminded at all times to keep their eyes on the bags until they fall back into their hands. We also do such things as following dots on a piece of paper, doing work with the blackboard, and many other things concerning the eye-hand coordination, since this is an important carryover into the classroom situation and is an area of obvious weakness.

Some of the activities enable the boys to distinguish their right sides from their left, such as sliding right and left on command and other quick-command activities.

A lot of times behavioral problems are a result of feeling inferior, and our hope is to improve these boys' self-image. If this is done, the behavioral problems should diminish.

In the short time that the boys have been working together, there is evidence of much improvement in their behavior and activities in this extended physical education class. Our objective at the present is to have it carry over to their overall behavior, as well as modifying their classroom behavior.

Olmsted Falls is participating in a project funded by Title III ESEA. The purpose of the project is to develop new models of supervision. This will be done through the procedures of: (1) observation, (2) description, (3) analysis, (4) conceptualization, (5) implementation, (6) monitoring, (7) feedback, (8) evaluation and (9) modification. The project is to be completed in a two-year period and has been funded by a $25,000 grant. The project is an effort to obtain descriptions of procedures to arrive at Regenerative Instructional Supervision Models.

Owatonna

Mr. C. P. Mickelson
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McKinley Elementary School
423 - 14th Street, N.E.
Owatonna, Minnesota 55060
Mr. Jerry Peters, Principal

TRUE TEAM TEACHING

During the spring, summer, and early fall of 1970, three fifth-grade teachers, Joyce Krohnberg, Ed Gray, and Glen Lohman, planned a true team teaching situation that would involve all three teachers, aids, volunteers, a student teacher, and a local college student in all phases of working with ninety fifth-grade students. The three teachers had team taught before, but they realized that it was more departmentalized than a true team effort. Their planning resulted in:

1. Better utilization of available space: The team room (two 30' X 30' classrooms, separated by a folding electric wall) was opened permanently. A large-group instruction area was thereby made available. Student work areas were set up for individual and small groups. Bookcases, files, and other furniture were used to divide these individual work areas. The teachers' desks were moved to be adjacant to one another in the center of the team room. A third classroom was also reorganized in this manner, with the hallway also used as individual student work area.

2. Rescheduling and arranging time according to need: Daily schedules were rearranged on the basis of student needs in different subject areas. Rescheduling is accomplished through a team meeting each day and also through a 90-minute preparation time each Friday, when the team members' students are working with music, physical education, and library coordinators.

3. Broadening and individualizing instructional materials: The need to individualize the curriculum is obvious. In order to accomplish this, many published kits, audio tapes, filmstrips, and texts in science, social science, math, and reading were purchased. The materials provided greater range in instructional levels. Audiovisual equipment, including a wireless loop and headsets, were installed. Ed Gray built overhead and mibile instructional carts. Large-group instruction time has been shortened, and small-group individual student work time has been increased.

4. Parent and student involvement: Parents have been invited to the team area in large and small groups to understand the new organization. Parents have also been encouraged to suggest revisions and their reactions. Students are working on projects of personal interest to them and at levels that provide students with confidence and positive self images.

ALL SCHOOL TRACK DAY

During the spring of 1970, Dudley Otto, Glen Lohman, Ed Gray, Gary Brandt, and Jim Bratvold, all elementary teachers, and the student council, planned a McKinley School miniolympic track day for first- through sixth-grade students. Eight track events were decided upon, and each class produced a first- and second-place girl and boy winner. These winners were reached by eliminations in each classroom's regular physical education classes. The winners then competed in these track events according to grade levels and then according to primary and intermediate grades.

Track equipment and field layout was provided through help from Ralph Rogness, physical education coordinator, and the junior-senior high school athletic departments.

Gold, silver, and bronze "medals" were presented, and each contestant was recognized through school and local news media. Student pride and school spirit were the immediate positive results.

WHAT IS PREJUDICE?

During the spring of 1970, sixth-grade teachers, Gary Brandt, Dudley Otto, and Jim Bratvold provided each sixth-grade student with either a black or white "pin" that these students were instructed to wear during

school time for the next week. About 30 percent of the students work white "pins" and the remaining 70 percent wore black "pins." The students were given no information other than that the end of the week would produce an answer to the black and white "pins." The purpose behind the pins was to demonstrate prejudice based on color of "pin" only. During this week, students with black "pins" were given every advantage, while those with the white "pins" were treated (by teachers and faculty) with every reasonable disadvantage. By mid-week, those students with white "pins" were "made" and demanded an explanation. Many "black and white" students had, by then, discovered the reasoning behind the "pins." It was a beautiful activity to begin a unit on prejudice.

COMMUNITY ART PROJECT

Throughout the present school year, the five first-grade teachers have used the payroom for a 125 first-grade student art project. Teachers plan the art lesson together and one teacher becomes the leader and instructor for that lesson. Other teachers become assistants and assist individual students during the lesson. The large 125-student-at-one-time art project was designed to improve cooperative planning between first-grade teachers and increase student listening and following directions skills.

STUDENTS LIKE WEDNESDAY

Recently, an assembly program has been presented to students for enjoyment only. Students look forward to this break in their school month. Assembly programs usually run an average of 45 minutes and many community resource people and clubs are available free of charge. Immediate student feedback has been, "this school does like me!"

THIRD-GRADE EXCHANGE

Recently, two third-grade teachers, Helen Stroh and Corylyn Winterhalter, have begun as exchange teachers in the areas of science and English. They hope to accomplish:

a. sharing of teaching ideas and materials
b. exposing students to more than one teacher

c. concentrating their college preparation in areas of greater strength
d. providing rescheduling opportunities according to student time and needs
e. evaluating each other's instructional success through evaluation of each other's students.

Lincoln Elementary School
747 Havana Road
Owatonna, Minnesota 55060
Mr. Harold J. Kirchgasler, Principal

GCSSP INSTRUCTIONAL PROCEDURES OUTLINE

Phase I

A. Unit introduction (by social studies instructional team leader)
   1. Geographical orientation
      a. Large-group discussion
      b. Map exercise
   2. Building Background
      a. Overview lecture
      b. World time line orientation
   3. A.V. Supplements
      a. Movies, filmstrips, tapes, etc.

Phase II

B. Learning Activities
   1. Reading of chapter (during unstructured time block)
      a. Top and average readers read materials individually
      b. Low readers follow along in text while listening to a tape recorded reading of the chapter

2. Large-group lecture (Instructional Team Leader)
   a. Chapter is divided into sections for lecture and group contracts. Each minilecture is followed by basic concept contracts. (This is more effective than a lecture on the entire chapter followed by contracts.)
   b. A.V. Instruction Aids
3. Lecture follow-up activities
   a. Research group (Top 8-14 students capable of independent activities) (Instruction Assistant)
      1. Research in I.M.C. (reports, projects, etc.)
      2. Skits, newspaper, tape recordings, such as radio programs and man-on-the-street interviews
   b. Contract Group (average and low ability students) (by social studies team leader and assistant)
      1. Students grouped into teams consisting of 6 or 7 students (one appointed captain)
      2. Teams discuss and answer questions on the concepts covered in the minilecture (of special value to the poor reader)

Phase III

C. Review Activities
   1. Individual contracts for average and low ability students
      a. These contracts are for review of the basic concepts of the chapter. They are completed during the unstructured time block.
   2. Review Discussion (large group-all students)
      a. Discuss basic concepts
   3. Research team reports, panels, projects, skits, etc.

Phase IV

D. Evaluation
   1. Contract performance
   2. Quizzes on minilectures and contracts
   3. Research group activities evaluation
   4. Examination

Washington Elementary School
East Main Street
Owatonna, Minnesota 55060
Mr. Elmer V. Reseland, Principal

DRUG ABUSE PREVENTION EDUCATION

In June of 1970, a committee of four—two teachers and two principals—began working on the development of a drug program. We began by contacking more than thirty companies, asking for books, pamphlets, visual aids, or anything they had to offer on drugs. Two of us made a trip to the Minnesota State Department of Education and to the Federal Bureau of Narcotics and Dangerous Drugs. Both of these visits proved valuable, especially because of the help they provided in suggesting sources for information.

We began working on a 15-day unit. We decided that we should use as many visual aids as possible, since most teachers do not feel competent in this area. For our information we depended on the following sources:

American Medical Association
National Education Association
American Pharmaccutical Association
U.S. Department of Health, Education and Welfare
Bureau of Narcotics and Dangerous Drugs
California State Department of Education

The committee previewed every visual aid available to us. We read as much literature as we could, both to learn more about drugs and to get some ideas on how a program should be written.

Because we had a short time to prepare a unit so that it would be ready to go for the 1971 school year, we decided to make it a fifth-grade, fifteen-day unit. The fifteen days are divided as follows:

Day One - Introduction
Day Two - History of Drug Abuse
Day Three - Volatile Chemicals
Days Four-Six - Marihuana
Days Seven-Nine - Heroin
Days Ten & Eleven - LSD
Days Twelve & Thirteen - Stimulants and Depressants
Days Fourteen & Fifteen - Culminating Activities

The members of the writing committee have attended numerous workshops on drug education. The one member who was in charge of the

committee has given talks to many organizations and groups in the community. The full committee has presented programs to the PTA groups in the schools. Finally, the committee presented a full-day workshop for the fifth-grade teachers before their teaching the unit.

Since the present sixth-grade students have not had any drug abuse education, this unit will be taught to them this coming spring. In the future, however, the unit will be taught to fifth-grade students only.

Before the unit had ever been taught, the committee was aware of some of its shortcomings. It will undoubtedly be revised for the 1971-72 school year.

Washington Elementary School in Owatonna, Minnesota, has a new IMC with nearly 2,000 square feet that for the last nineteen years was just used one hour a day as a school cafeteria. The school had problems for several years because it has only seventeen classrooms, and the population of the neighborhood demanded eighteen (three sections of each class). Each year one class would be bussed to another school, at considerable cost and parent dissatisfaction. Last year, school officials decided to convert the school library into a classroom (a large one), turn the school cafeteria into a new IMC, and buy portable furniture and serving carts and convert the gymnasium (which was never used at noon anyway) into a portable cafeteria. The result was an expenditure of about $15,000. The new IMC is complete with 21 carrels, wireless headsets, a new cassette collection of 300 selections, filmstrips, individual filmstrip projectors, cassette recorders, playback units, and many other materials. The IMC is complete with new lighting, carpet, three showcases, and six display areas. The display cases feature new displays every 10 to 15 days. They spotlight various curriculum areas and student interest subjects.

The new IMC receives much more use than did the old library. Student and teacher reaction has been extremely positive, and individualized instruction has increased greatly since the facility was added. Parents are very pleased with the IMC, and taxpayers seem to be happy and feel the move was a good one economically because the transportation cost is no longer necessary and it would have cost between $30,000 and $40,000 to add an additional classroom to the school.

Keyboard Experience Correlated with Singing in the General Music Class
Mr. Dean Olson, Head of Music Department

A new and innovative approach to teaching basic music concepts and skills was developed through group keyboard instruction as a part of the regular music classes in the Owatonna Elementary Schools. This program was developed through a two-year Federal Grant under Title III and has been continued for the last two years by District 761 without federal support. A new electronic music teaching aid is being used. A multikeyboard instrument enables six students to play either independently with earphones or as a group through a central speaker system. This unit is mobile and can easily be moved from one classroom to another. A cassette tape cartridge recorder is used in conjunction with the keyboard instrument for programming instructions. Each student hears the taped instructions through earphones as he plays at the keyboard.

The planning and operation of this project included developing a complete course of study for keyboard instruction in the third, fourth, seventh, and eighth grades. The preparation and application of instructional materials, an instruction guide, and programmed (taped) lessons were all a part of the project work.

PROJECT PLAN

1. Developing instructional materials
2. Preparation of an instruction guide
3. Developing programmed (taped lessons)
4. Instruction in the classroom

INSTRUCTION PROGRAM

The purpose of the program is to provide keyboard experience that will develop basic music concepts and skills

Melody Rhythm Harmony Form Note Reading

All students receive keyboard instruction, taught by the class instructor, as an integral part of the general music class. Programmed (taped) lessons provide individualized instruction for all students in the class.

The instructional materials and guide have been planned so the class instructor may teach the course. The teacher's guide includes suggested instructional procedures and techniques, plus lesson plans for each lesson in the instruction book.

The basic goals of the program are twofold:

1. To provide a foundation of basic music knowledge for all students through keyboard experience as part of the regular music classes
2. To make possible practical implementation of the program by providing materials and plans that enable the classroom instructor to teach the course effectively

Results of four years have been most gratifying. Student interest has been consistently hight, and teachers indicate a positive attitude and desire to use the program.

Wilson Elementary School
325 Swift Current
Owatonna, Minnesota 55060
Mr. Richard D. Fish, Principal

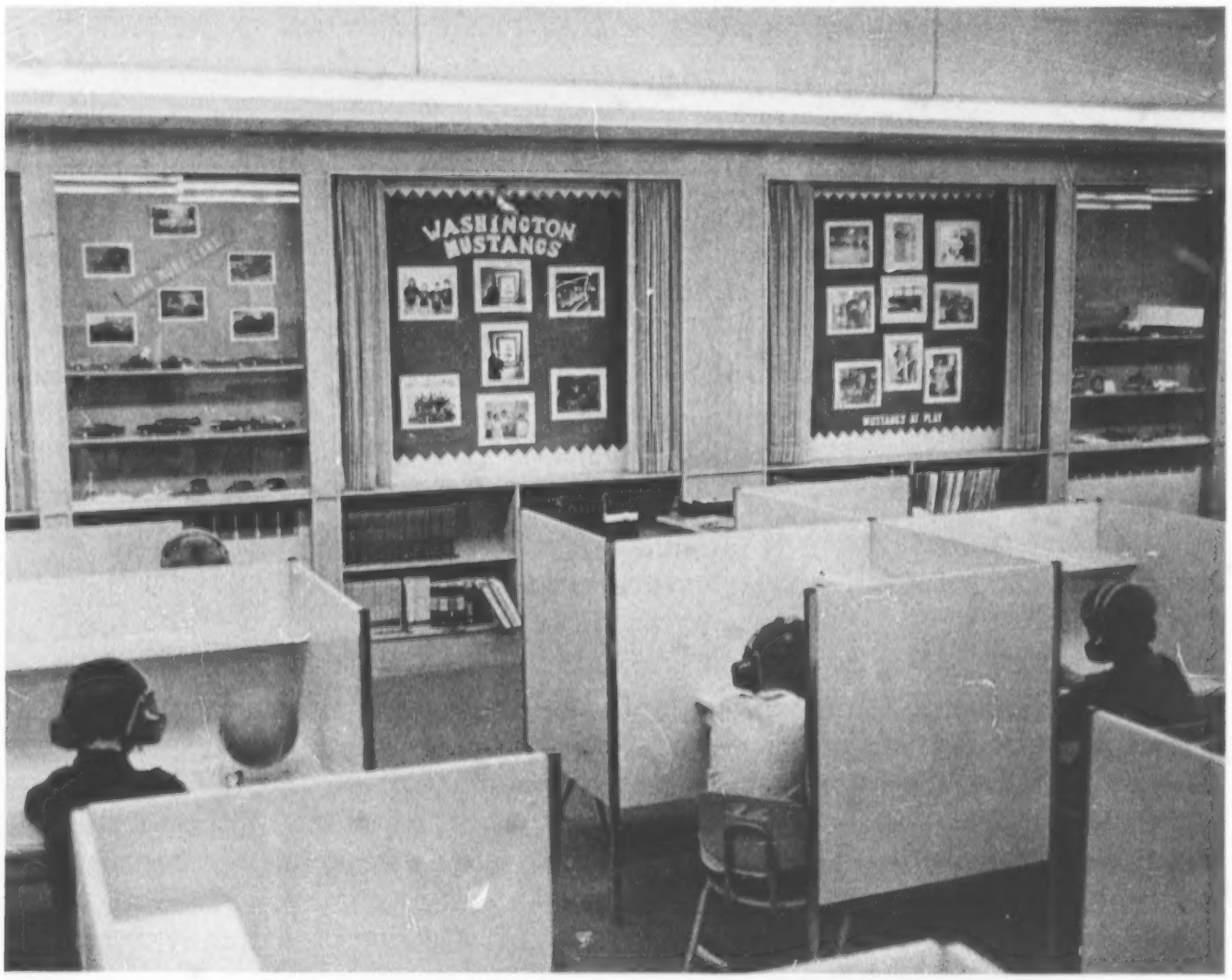
Wilson, Owatonna's newest elementary school, is an open-concept building with an Instructional Materials Center in the middle of the building and the classrooms opening directly into it. Since there are no walls or corridors separating the classrooms from the IMC, it becomes an extension of the classroom, making all its materials and facilities readily accessible to every child in the school. The IMC is equipped with a wide variety of print and nonprint materials, as well as the facilities and equipment necessary to make good use of them. It is also the setting for displays, special activities, large-group meetings, and small-group discussions.

Wilson was built for a world of change. Its combination of enclosed and open areas makes it well suited to the activities we find ourselves

engaged in today, while the movable and removable partitions give it the flexibility to adapt to future educational needs.

Three teams of teachers work with children in grades three through six at the Wilson Elementary School. There are two teams of teachers working with third and fourth graders, while a nongraded fifth- and sixth-grade unit is operated by a team of four. The third- and fourth-grade teams are in double classrooms that have movable partitions. Each grade level is operated as a single group of students, with two teachers who plan and teach cooperatively in the areas of social science and science.

The nongraded unit functions in an open area equal to that of four classrooms. The four teachers are organized in a teaching team. Every member has a major area of preparation, but all members are involved in the instruction of all subjects. Since its beginning in the fall of 1969, the group has developed and piloted an individualized approach to spelling, math, and reading and is currently trying a new approach to pupil reporting.



Westlake

Dr. Kenneth W. Harris
Superintendent
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Westlake High School
27830 Hilliard Road
Westlake, Ohio 44145
Mr. George Reash, Principal

The Westlake High School flexible schedule project is in the first of four developmental phases.

The first phase is the introduction of the basic concepts pertaining to our flexibility through staff committees. This has been done through in-service meetings in conjunction with staff visitations to other schools utilizing similar concepts.

The second phase is the implementation of the concepts within the Science Department and Physical Education Department in the 1970-71 school year.

The third phase will be an evaluation of phase two and the implementation of the concepts within the English and Social Studies Departments.

The fourth phase is the evaluation of the implemented programs.

CONCEPTS

The essential concepts that are being introduced are:

a. team teaching/team planning concepts
b. large block of time scheduling
c. alternate day class scheduling
d. quarter grading system

As previously stated, these concepts were introduced into the Science and Physical Education departments in 1970-71. The Science Department curriculum offers biology, ecology, natural history, astronomy, chemistry, physical science, and physics. We selected biology, chemistry, and physics as our pilot courses.

We chose our senior physical education and general day as our physical education pilot course.

PHYSICS

a. offered to seniors
b. length of class - 80 minutes
c. 5 days per week
d. School program which benefits this schedule - Senior privilege release program. Seniors have to be in school only when they have scheduled classes. They are free to leave the campus.
e. Explanation: The senior program permits the instructor to schedule his students in class as fits their needs, ability, progress, and interest in pursuing further independent study. It permits a testing schedule which is flexible with students, thus permitting easy make-up procedures.

The physics laboratory is open to students who would want to work independently on their released time.

CHEMISTRY

a. offered to juniors
b. length of class - 80 minutes
c. days per week - Monday, Wednesday, Friday
   Tuesday - 40 minutes
d. Explanation: It is our contention that the 80-minute class affords the instructor the basic opportunity to make chemistry a consistent laboratory-oriented subject. The consistency between a lecture and laboratory experience, either preceding or following, is extremely important. The purpose of our Tuesday session is to provide oral pretesting, post-testing review, or similar individual activities. We have found this to be successful as a means of establishing

objectives for new units rather than taking time within the Monday, Wednesday, or Friday classes.

e. Teacher Schedule: In regard to this, we believe that a science teacher needs more than one traditional period each day for the preparation of experiments. Within our schedule, our chemistry teachers are not scheduled for any classes on Tuesday and have only three Thursday classes. This permits them to allow students to leave study halls on these days to work with the staff independently or receive personal attention if needed. We are convinced that our teacher effectiveness has improved as a result of this schedule.

BIOLOGY

a. required of all sophomores
b. length of class - 80 minutes
c. days per week - Monday, Wednesday, Friday
   Thursday - 40 minutes
d. Explanation: The format of our program is similar to that of chemistry. However, we have introduced the audio-tutorial concepts as one of three phases of biology. The intent is to provide a variety of biological experiences for each student. The audio-tutorial phase presents an opportunity to select from seventy packaged experiences that the individual wishes to pursue. It is laboratory oriented and encourages an independent approach.

   The other two phases utilize both the BSCS blue version of biology and a staff-developed student loose-leaf-book-developed program.

   Heavy concentration is placed upon the out-of-doors laboratory experiences. The 80-minute period provides the best possible approach during the school day.

PHYSICAL EDUCATION

Within the department of physical education, we have placed our emphasis on two areas:

1. Senior physical education
2. All-school Friday recreation

Senior Physical Education: As stated before, our seniors are not present in school when not scheduled for class. Physical education does not appear on their original schedule.

In addition to this, our school year has been divided into quarters rather than the traditional six-week concept. This enhances our senior physical education program.

Features

1. Senior physical education is divided into four quarters. Each senior is required to rotate through at least three of the offerings, being permitted to repeat one.

Offerings
a. co-ed activities
b. winter individual activities and tournaments
c. fall, winter, spring team sports
d. fall, spring co-ed and individual activities

2. Seniors are responsible to register themselves into the program they wish each quarter.

3. Seniors who would have an 80-minute block of time consecutively are permitted to register for two activities if they wish.

Mondays and Wednesdays are days of senior physical education offerings.

All-School Friday Recreation: During the entire day students may utilize the gymnasium for recreation rather than report to study halls. Student gym leaders preregister the students and notify each study hall teacher on Friday.

Gymnasium uniforms on Friday are optional. There is no attempt to staff-structure the programs. In general the following activities take place: pool shooting, ping pong, basketball, chess, checkers, volleyball, tumbling, gymnastics, weight lifting, track activities, plain old talking and relaxing.

TEAM TEACHING

It is our contention that team teaching can only be successful if there is:

a. an instructional leader for the team
b. a daily team planning time in the schedule which permits the team to plan its activities constructively.

Our schedule provides these two significant factors for our science teachers, as well as all other instructional teams.

LARGE BLOCK OF TIME SCHEDULE

It is our contention that the instructional team, realizing it will have a group of students for 80 minutes on alternate days, will provide the following:

a. grouping and regrouping of students based upon student ability, need, and interest
b. utilization of large-group, small-group, and "minigroup" teaching sessions
c. speakers and films in which discussion may actively follow
d. directed study sessions based upon student need and ability
e. oral testing features as utilized in our biology classes

We believe that the large block is not a modular program, inasmuch as it is a more contained program within the team planning.

ALTERNATE DAY SCHEDULING

Students and faculty need to be away from each other periodically in order to develop a change of routine. We are confident that our experiences have proved successful in this regard. There has been little or no loss of continuity daily.

INDIVIDUALIZATION OF INSTRUCTION IN BIOLOGY

The Biology Department of Westlake High School, through a grant from the Martha Holden Jennings Foundation, is developing an individualized in-

struction program utilizing the audio-tutorial approach. In this endeavor, fifty "learning packages," consisting of tapes, slides, and experiments, have been assembled. Students are given the opportunity to pick the units which interest them most. They are then given certain objectives which must be achieved. An oral exam over the materials covered in the unit follows. Subjects available range from basic units on the cell and photosynthesis to areas concerning the biochemistry of the mind and liquid crystal applications in biology. To date the project still is in the testing stage, with new units being developed and new approaches to student use explored.

Dover Elementary School
2300 Dover Center Road
Westlake, Ohio 44145
Mr. William S. Middleton, Principal

PLANNED LEARNING ACCORDING TO NEED

This "PLAN" program is intended to bring parents, pupils, and teachers together in planning and focusing a program on the development of each pupil's powers of seeing, hearing, touching, and manipulating. The program is for those children whose kindergarten prognosis for succes in primary grades is not good. The program is ungraded, and pupils remain with a given teacher for at least two years. The program includes varied approaches in the use of extensive perceptual and motor training, multisensory media, and a variety of groupings.

DISTAR PROGRAM IN DOVER KINDERGARTEN

What benefits can kindergarten children derive from a comprehensively structured reading program? This consideration is under examination in the Dover Kindergarten. The need for free expression and activity is protected in the total kindergarten day. The reading program, dealing

with some basic cognitive objectives, is presented in an intensive and structured way. The materials used for this project are part of the Distar Instructional System, published by Science Research Associates. This differentiated application of children's learning abilities offers some interesting alternatives for the total school program.

INDIVIDUALIZED READING

As educators move toward individualized organizations of learning, they must realize that there is no single piece of educational material that will meet all the requirements of every child. Nor is there a single method of teaching that will satisfy the needs of all children.

The selection of appropriate methods and materials for individualizing reading is expedited at Dover by the use of Individualized Reading from Scholastic. This is a comprehensive, practical program built around books children like to read. The easy-to-use materials include skill inventory, diagnosis, development activities, and independent creative activities.

SCIENCE TEAM TEACHING

Student involvement in the processes of scientific investigation is the motivating force behind the team teaching project in the Dover fifth and sixth grades. The students are daily involved in observation, data collection, and problem solving. The team approach involves teachers and students. It utilizes not only the talents of the teachers, but the interests and abilities of students. The team-learning approach enables the student to work under varied conditions that make it possible for him to be involved in the process.

Behavioral objectives set the involvement patterns, and outcomes are measured in terms of the skills acquired. Offered a model, students are provided the opportunity of individually selecting their own testing procedures used in arriving at deductions.

Fifth- and sixth-grade students interact in a way that employs leadership and cooperation within a group setting.

Lee Burneson Junior High School
2240 Dover Center Road
Westlake, Ohio 44145
Mr. Michael Terek, Principal

UNIFIED SCIENCE

The junior high schools of Westlake City Schools are in the process of developing a unified science program. The first writing included uniting IPS and ESCP activities to supplement the "composite" disciplines of geology, astronomy, oceanography, meterology, and space science. The student objectives for this two-year sequential program are written in behavioral terms.

Multitexts (seven sets of 18/classroom) are used along with Science Education Publication unit books and library reference materials to supplement the program. This approach has given the student an opportunity to use reading materials appropriate to his reading level.

The program is laboratory-centered. Activities and investigations were "borrowed" from IPX, ESCP, and I-CLS sources.

Implementation of the program started at the eighth-grade level this year, but the Unified Science II program will not be initiated until the beginning of the 1971-72 school year.

The overall purpose of the unified approach is to achieve the following general objectives of science education:

1. Acquire knowledge which can be used to predict, understand, and control natural phenomena
2. Develop an ability to engage in the processes of science and to apply these developed processes in appropriate situations which confront the student in his daily life
3. Acquire the attitudes of scientists and endeavor to apply these attitudes appropriately in the student's daily experiences
4. Develop an understanding of the various interrelationships among the sciences
5. Acquire and develop numerous useful psychomotor skills through the study of science
6. Develop a variety of interests in, and enthusiasm for, science [1]

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[1] Haney, R., "The Changing Curriculum: Science," Association for Supervision and Curriculum Development, Washington, 1966.

FLEXIBLE MODULAR SCHEDULE

The daily schedule at Lee Burneson Junior High School consists of twenty-eight 15-minute modules. A schedule of this type enables us to have varying time allotments for classes, such as 30-minute periods for seventh- and eighth-grade language, 45-minute periods of nonlaboratory classes, and 60-minute periods for laboratory classes. Ninth-grade English and Social Studies are blocked to enable teachers to further vary time allotments and size of instructional groups. Opportunities are available for team teaching in English and Social Studies.

SOCIAL STUDIES TEAM TEACHING

Lee Burneson's team-teaching approach to Social Studies has evolved over several years. In its current form, the program utilizes flexible teaching space to provide for large-group instruction as well as closer teacher-student contact. All students are assigned permanently to one teacher for all smaller group activities, grading, and interpreting of large-group activities.

This system, combined with the school's flexible schedule and the resource center, enables a wide variety of instructional methods to be used in seventh-grade Geography and Ohio Studies, eighth-grade American History, and ninth-grade Social Studies Survey and Human Relations.

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